

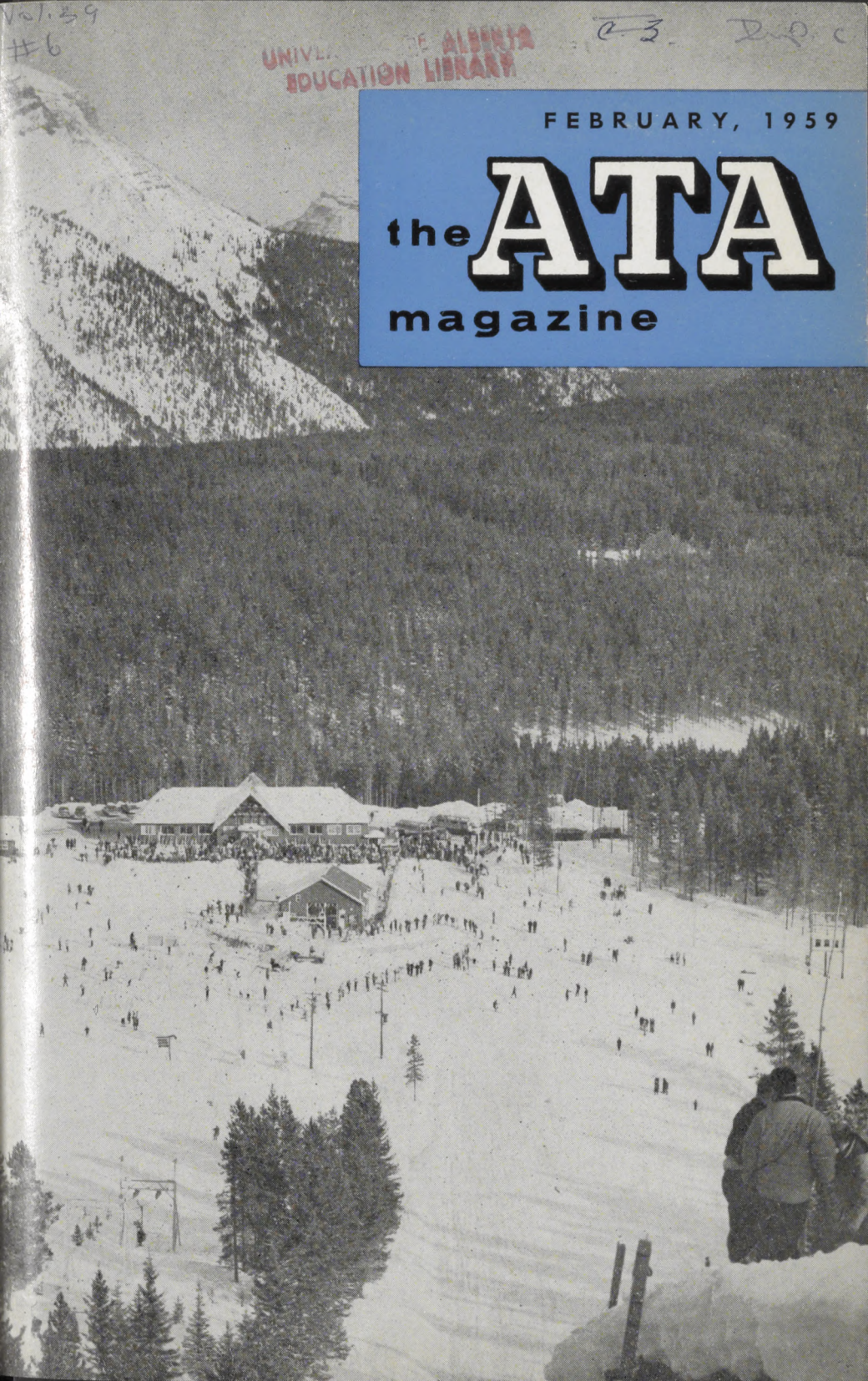
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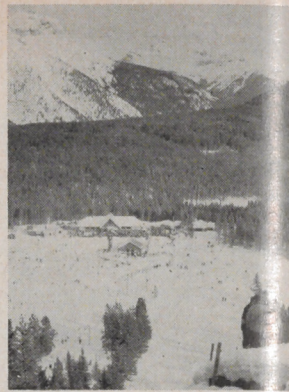
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THE ATA MAGAZINE

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the **ATA** magazine

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Now Hear This

People have respect for those who have respect for themselves. The public never has and never will think highly of those who hold themselves in low esteem.

One of the puzzles of teachers and teaching is the apparent paradox between the value of teachers and teaching to society and the attitude teachers have towards themselves and the work they do. There are, of course, some teachers whose performance and pride give the lie to any pessimism we may have. But there are others, and far too many at that, who remind us of the old saw: "He who can, does, and he who cannot, teaches." They remind us of the days of not so long ago when, to admit that you were a schoolteacher, classified you as a nonentity and neuter gender at that.

Strong words these! Perhaps not nearly strong enough. When are we going to have an end to the poor mouth complaints, the apologetic mien, and the lacklustre attitude that dog and bedevil the teacher who likes what he is doing and intends to keep on doing it for a lifetime?

We believe firmly that there is nothing so wrong with education that teachers can't correct it. But there's a joker in our little homily. When we say "teachers" we mean "teachers". We mean people who wanted to become teachers, who have the ability, who are willing to spend the time to get proper training, and who are willing to keep on learning. We don't mean those who can't meet standards, nor do we mean those itinerants who wander in, gather a veneer of something or other, and who just as easily wander out.

Ego isn't an altogether nice word. But teachers and teaching would be much better if teachers had more of it. The egotist may rub us the wrong way but, if his egotism is born of confidence in his training and experience, it is justifiable. We like to believe that the lawyer who handles our affairs thinks he is the best in the business. If we ever have to go under the surgeon's knife, we are going to want to know without any doubt that he knows what he's doing, and we'll feel even better if he acts as if he is the best surgeon about.

To run into a teacher who thinks he is the best in the business would be refreshing and rather startling. There are thousands of teachers in Alberta who have the training and experience to justify an ego that should stick out all over. But look around for it. Better still, test your public to find out whether it has been recognized. We are ready to lay ten to one that your test will be long and unsatisfactory.

Why? Because teachers just don't act as if they are experts in their field and so the public doesn't accept them as professionals. An illustration of the point is the case of the parent who goes looking for a tutor for his child who is having difficulty with reading. So he wants the best! And the best may be available—a specialist with five or six years of study and practice in the field. His fee? Well, it should be from \$6 to \$10 an hour, and cheap at the price. But recall that some of our legal friends bill for their professional services at a rate of about \$20 to \$25 an hour. Why then the shock and subsequent howls of outrage when teachers put a modest price on professional service? Because people just don't believe that teachers and teaching are worth that kind of money. Come to think of it—there aren't many teachers who think that their skill and experience are worth that much either.

So ends the tale.

Feb. 1959

Profession or

THE growing interest of Albertans in education has been illustrated in the past year by the appointment of two Royal commissions to investigate two different phases of the Alberta system. The first looked into the present method of arriving at teachers' salaries, and the second, the whole matter of Alberta education, exclusive of finance. Both these commissions are of considerable importance to the teacher group in the province. The first has issued its report containing recommendations which the teachers were forced to reject because they would, if implemented, destroy our independence as a professional group. The second commission has yet to make its report, but from our acquaintance with it we know that we can look forward with the keenest interest to what it will propose. We have little doubt but that some of its recommendations will demand our attention for years to come. If we are to meet the challenges which will undoubtedly be proposed, we must first look to our security as an independent economic group and we must look again at the very structure and purposes of our Association as a professional organization.

The power of the purse is a very real force to be counted upon by any group, professional or otherwise, if it is to maintain its identity and carry out its objectives within society. Yet this obvious

truth has been lost upon numbers of people both inside and outside teacher ranks in Alberta. There are those who would remove the financial independence of the teacher group, making it dependent for salary upon the unilateral decision of some external body with arbitrary power. Inherent in the scheme of course, is the subservience of the teacher group to this authority and with it the loss of one of the most dynamic forces in Alberta education today.

The collective educational wisdom and the knowledge of the teachers of this province takes second place to that of no other group involved in this huge field of endeavor. No one is more keenly aware of the inadequacies in recruitment, teacher education, retention, supervision, and group discipline than are teachers themselves. No one is more keenly aware of the need for research and correction in the ever-changing problems of curriculum, organization, administration, supervision, and finance which bedevil our school system. While we do not stand alone in our knowledge of our provincial education inadequacies, we are most certainly unique in the fact that we are independent and free to speak out against them and to give candid suggestions as to their resolution. It is this independence, so vital to Alberta education, that would be destroyed if we were ever to lose control to central

Trade Union

J. D. McFETRIDGE

authority. We must take a hard look at anything that would remove the rights and duties of our elected school boards or the professional independence of the teachers they hire.

Our critics react by asking, "What are you, a trade union or profession?" If we have failed to answer this question to their satisfaction, the reason might well be that there is no answer to a question based on the false assumption that trade unions and professions are entirely separate and distinct things. The roots of any profession go down deep into trade union concepts, and the tree of professionalism bears the traces of the subsoil from which it springs. This soil of any of the professions is made of the common objectives, loyalties, and beliefs of the group, cultivated and husbanded by hard work. The sunlight by which the tree grows is the human endeavor that translates the loyalties and beliefs into practice, and the nourishing rain is the fees that the members sprinkle liberally to maintain their organization. The tree is pruned and trimmed and disciplined by the group itself, by common consent. Does not the allegory apply equally to trade union and profession?

Hollywood, the popular novel, and radio have long peddled their story book concept of men in white in gleaming operating rooms or the dramatic speech of counsel to the hushed courtroom, but

these are not the real stuff of which professions are made. The real heartbeat of any profession is found in the everyday routine work of the hardheaded members, where loyalties to principle and skill learned by study and practice are called into service for others. Let us rid ourselves of the quaint belief that a profession, like Euphues' elephant, lives on air and is removed from human toiling and planning and is above the human weaknesses as well.

The list of characteristics common to the structure and operation of trade unions and professional groups is a lengthy one. Let us examine a few of the popular misconceptions which have arisen in this area. First, there is the belief that the profession differs markedly from the trade union in that the former uses a body of organized knowledge which the latter does not have or need. This may have been true at one time but is certainly not so in the highly technical society in which we live. In the field of research the number of technicians per mathematical scientist and engineer is increasing as we probe further into the scientific world of atomic physics and rocketry. Let no one assume that the technician performing his part of the countdown by the waiting rocket does not have a complicated and detailed body of organized knowledge that he is applying to his work. And so on down

through the levels of our society. The intricacies of repairing the family TV set or our car's faulty carburetor are such that the household pliers, screwdrivers, and monkey wrench are becoming antiques. This is a technical age, and the technician is requiring more and more formal training for his work.

Some of our critics point out to us that compulsory membership in the teachers' association is somehow beneath the dignity of a profession and is another taint of trade unionism which is to be abhorred. The fact is that compulsory membership is not something which is unique to the trade union. The professions insist on it. The real anomaly, as far as Alberta teachers are concerned, lies in the fact that though we have compulsory membership we have no control over the type of person who may enter the teacher group. (Both trade unions and professions have this safeguard.) This is something which has cost us dear in the matter of the public's esteem for education and educators. ✓

Another criterion of the profession is supposed to be that members make it their life's work; thus, the rapid turnover in the teacher ranks indicates the unprofessional. The holding power of any group for its members is not some mystic, subtle thing, but rather can be measured in two practical ways. These are in the personal satisfactions that the member gets from the practice of his trade or profession, and the material returns he gets from his labours which in some degree are related to his social satisfaction. If the teacher turnover is great, the cause is probably traceable to one or both of these factors and is only very vaguely related to the question of professionalism.

The fact that most teachers are not self-employed is often offered as proof that they are not professional. It is maintained that the employee-employer relationship of the teacher to his school board automatically imposes trade union status. It is interesting to note that increasing numbers of engineers, lawyers, and medical men also have employee

status in corporations and government, while large numbers of trade unionists are self-employed. Here, again, we find the self-employed criterion invalid. Members of professions who are employees maintain their status by reserving the right to accept or reject conditions of work and pay under which they will render service.

Let us leave the externals of structure and organization and have a look at the internal or functional aspects of trade unions and professions. It is here that the differences in the two groups might become more apparent. There seem to be two criteria which reveal significant differences. The first, which is open to some question, is that the professional is guided in his relationship with his client by a loyalty to and pride in his group, expressed in a code of ethics. Inherent in this code of ethics is the implication of the right of the group to discipline the member who breaks the code and the further implication that financial gain is not the exclusive motive of the professional. These criteria are suggested with some hesitation because unselfishness, devotion to ideals, and service to others are by no means the sole property of professional groups. But at least there seems to be general agreement that these should be the characteristics of the true professional.

It is interesting to measure the teacher against this standard. Certainly teacher groups have codes of ethics which they have enunciated and toward which they strive. In spite of the fact that most teacher groups do not control selection of those who will enter teaching, the percentage of those in the group who adhere to a strictly professionally ethical point of view seems to be amazingly high. Unfortunately, the numbers who disregard the principles expressed in the code of ethics bring down on the whole group generalized charges of unprofessional behavior which are often unwarranted. Alberta teachers are subject to the rulings of a discipline committee within their own ranks, but the fact that entrance requirements are set without ref-

erence to the teacher group vitiates the operation of the discipline function.

The second functional aspect which seems to mark the professional from others is that the nature of his services to his client is vital and personal. The professional deals at first hand with the delicate and private functioning of the individual's life. This is at once apparent in the services given by the doctor, the lawyer, the clergyman, or the teacher. It is the very nature of this personal and vital service provided by the teacher that makes teaching forever a professional task. As we examine the nature of the responsibility of the teacher to the student, we can see the need for a code of ethics and a spirit of service as an integral part of the teacher's world. Critics may question whether the individual teacher is a professional person or not, but they can never question the professional nature of his work. The many teachers who have risen to the professional challenge of their work are professionals in the true sense of the word, in spite of any of the external conditions to do with composition and operation of the total teacher group.

If, on the basis of the foregoing, we accept that teaching is essentially a professional occupation, we arrive at what is probably the real prompter of the question, trade union or profession. It is quite likely that the question arises because of our stubborn insistence on maintaining control of our economic life. We bargain collectively with our employers and so bring to bear powerful pressures across a bargaining table. This procedure involves a number of concepts which are distasteful to the employer group. It presupposes that the employer and the employee should both have something to say in the matter of conditions of employment. Backed by labor law, it gives either party the right to legally withdraw, after due process, from the collective agreement if these conditions are not mutually satisfactory. Collective bargaining began to take shape on the anvil of the industrial revolution. It was forged in the heat of

shocking inhumanities of management to labor, kept hot by industrial strife and further moulded by the social forces of the nineteenth century, and it was both tempered and annealed by twentieth century labor legislation into a pliable and subtle instrument designed to keep a balance in an increasingly employee-dominated society. A group of plumbers or a group of atomic scientists can and have used it with equal facility or equal clumsiness. Its use does not distinguish the user as a professional or a trade unionist. It is a social device without which our society can no longer operate.

To the accusation that teachers have abused their right to collective bargaining we can say that Alberta teachers have used it with admirable restraint and caution. The percentage loss of teaching days through teachers' withholding their services since 1935 when they came under *The Alberta Labour Act* has been less than one-hundredth of one percent. Teachers have shown this restraint because they know that the retention of their economic freedom as a group is vital to the good of education and far exceeds any quick gains that could result from use of the strike as a weapon. They have rejected the use of big-stick labor practices because they know that collective bargaining is an instrument of equity, not a club with which to beat employees. These conclusions are a matter of record during the past 23 years. Teachers as a group cannot accept the idea that it is unprofessional to negotiate fairly and in good faith with their employers. It is difficult to understand how the use of a process involving skill, energy, patience, and justice to both sides is any less professional than the arbitrary fee-setting that society accepts from many of the groups which offer services.

The teacher who is a university graduate looks back through the notes he made in economics class and finds that the primary wage determinant is comparability. He then looks about him in society and finds that other university graduates receive much greater returns

for their labor. He then looks to collective bargaining as the logical and lawful means by which he can correct this inequality. The teacher has divorced himself from the wishy-washy concept that true professionalism is a cap-in-hand, master-servant relationship with his employer. He knows that in the hard economic world he will receive the return for his services which he can justify to society at large. And this is the crux of his professional economic problem for which he has long since fashioned an answer.

Teachers have for years been proposing a method to improve the quality of teacher service to society, but with little success and cooperation. The proposal is simple: the application of the merit principle to the recruitment, education, retention, and professional discipline of the teacher group. The principle is not new; it has been used successfully by any group that has established its professional and economic status in society. Applied to teaching, it proposes careful teacher selection on the basis of capability and personality. In the professional education of the recruit, the highest standards would apply for entrance and graduation. Once in the field, the novice would have available adequate supervision to enable him to apply his theory to practice. Finally, he would be subject to discipline from the teacher group if his teacher education and the supervision available did not bring him to the standard of competence required.

Our society has been slow to accept the application of this merit principle in Alberta education. Keeping classrooms staffed is very important politically because government has traditionally controlled teacher certification directly, and government is sensitive to political pressure, as it should be. This teacher-shortage pressure became so great at one point that government instituted a scheme to put people into the classroom with six weeks of teacher training after, in some cases, substandard matriculation from high school. The teacher group in the province, free to protest this viola-

tion of merit principle, fought a bitter battle which was taken to the floor of the legislature before a committee-of-the-whole. It was to no avail. We concluded rather bitterly that matters couldn't be worse in the field of teacher recruitment. As it turned out, this was the low ebb of our hopes. The six-weeks' course has since been dropped and requirements for entrance into the Faculty of Education have been raised. Whatever the reasons for the improvement may be, we are certain that the free voice of Alberta teachers speaking for better standards was an important factor.

And so to the second purpose for our vigorous hold on the trade union practice of collective bargaining. Somehow we must get teachers' remuneration to the level that the recruitment of the best will no longer be an impossible task. This is not to say that we must seek to bribe young people to enter education, but we must recognize that the society of our time places a great deal of prestige value on the income level of a group. As salary levels with their social prestige begin to increase the influx into the group, selection will follow naturally. The teacher group will then be able to justify, through professional service, comparative salaries for the teacher. If critics get the professional teacher service they cry for, it will likely be through an increase in teacher supply which will permit boards some selection in the staff they hire. This is the only real and workable merit rating. It would be naive to assume that the merit principle will ever be established by voluntary action of our teacher-certifying authorities, faced with a teacher shortage and with political kites to fly.

The proposal is neither that the quality of teacher service must markedly precede the quality of teacher remuneration nor that teacher remuneration should markedly precede the level of teacher service. The two must and will advance together. If our critics will look back over the past 20 years, they will see an increase in teacher remuneration

(Continued on Page 77)

Education of Teachers

EDGAR DALE

IN the current *Harper's Magazine* Mark Twain, in a previously unpublished piece, discusses the amateur writer whose "naive intrepidity" leads him to think that his material is worth publishing. He says that "an apprenticeship is necessary to qualify a person to be a tinner, bricklayer, stonemason, printer . . . but when it comes to doing literature his wisdoms vanish all of a sudden and he finds himself now in the presence of a profession which requires no apprenticeship, no experience, no training—nothing whatever but conscious talent and a lion's courage."

If we substitute "teaching" for "literature", we have a parallel regarding the need for professional education of teachers. There are varied opinions on how to teach or who should teach teachers. I suggest the complexity of the problem and the need for better planning to develop the professional teacher. Let us look, then, at the education of teachers in a larger context. Let us ask what varied roles the teacher will play and how to prepare him to perform these roles with professional distinction.

First, the able teacher is a person who knows himself and accepts himself. Socrates, a model teacher, said: "The unexamined life is not worth living." He also made it clear that the resulting accepted values were worth dying for.

Indeed, the teacher, more than any other person, must know who he is, what he believes, where he is now, and the direction in which he is headed. I don't suggest that the teacher must be a para-

gon. But he must have carefully looked at himself and his ideas, have become conscious of himself as a unique individual, because the message he communicates will be most profoundly himself. You can't separate mathematics from the mathematics teacher, or reading from the teacher of literature. To say this, however, is not to achieve it. Yet the development of a person who freely and thoughtfully chooses and accepts the consequences of his choice is the heart of liberal and professional education.

Woodrow Wilson wrote of the time "when a man comes to himself". It is hard to say when, how, and where this occurs. But the teacher as a person reaches this point when he realizes that he is playing a unique role on life's stage, that he is not just carrying a spear and making mob noises at the appropriate time. The time comes when the prospective teacher realizes that he must make consequential decisions without asking mother, counselor, or roommate, that he must decide and act with all the grace, style, and wisdom that he can. Woodrow Wilson puts it this way: "It makes no difference how small a part, how insignificant, how unnoticed. When his powers begin to play outward, and he loves the task at hand, not because it gains him a livelihood, but because it makes him a life, he has come to himself."

Second, the professional teacher must see himself in the role of a skilled practitioner of the art of learning. He must

not only learn how to learn, but he must also become sensitively aware of his methods of learning.

The prospective teacher should know the circumstances under which he learns best. He has probably experienced the fact that he learns best when he is highly motivated by both short-time and long-time goals. He realizes that learning experiences get zest and drive when seen as relevant to deeply committed goals. He realizes, too, that the maturing person needs to be active in that search for relevance, and he knows that forgetting is the blessed mental balm for irrelevant experiences.

The prospective teacher asks himself: Why do I forget? Why do I remember? How does it happen that a single rich experience, unrepeated and not drilled upon, stands clear and luminous in my memory, while other, endlessly repeated experiences remain foggy or dim?

The prospective teacher knows what he is trying to find out, knows where to find answers to his questions, knows how to extract that information, evaluate it, and put it to use. He will have his own professional library, and these days it will contain many paper-back books, some of which will certainly have been used in his classes. For the prospective teacher to say that he hasn't time to read books in his own field is to suggest that he hasn't time for getting an education. Unless a person has become a self-motivated, efficient, critical reader, he is not ready to teach.

The crux of all guidance in the four years of collegiate, liberal, and professional education is that the teacher must learn to "go it on his own". It is trite and tautological to say that all education is self-education. But if the teacher has not experienced the delights and rigors of study, he will not pass on his attitude to others.

In an electronic age where we have now learned to record the spoken word and image, recreate by photography the event itself (both far and near), we would expect our teachers to be sensitive to possibilities of the electronic media.

Edgar Dale is the director of the Bureau of Educational Research, Ohio State University. This article appeared in the February issue of *Washington Education*.

We would expect them to be sensitive to the way in which our conceptualizations move from three-dimensional to two-dimensional to single-dimensional, from direct experience to the sign and then to the symbol.

Third, a teacher assumes the role of a specialist in subject-matter. Unthinking persons have sometimes referred favorably to mere subject-matter. Subject-matter, the distilled experience of the race, is never mere, although it may be unsuitable for students because it is too hard, too easy, too condensed, too expanded, or too irrelevant. Discovering relevance is also the student's responsibility and not exclusively that of the teacher or textbook writer.

However, to be a master of a field of subject-matter requires more than information. One must also make that subject come alive by using it the way a linguist or a biologist or an arithmetician uses it. The teacher of English who is not an active student of the English language may teach a kind of grammar which a linguistically sophisticated person would reject. A teacher of physics or chemistry must keep up with his field, live the subject-matter.

The able teacher will now justly say: "You are setting up a standard which the public as yet seems unwilling to pay for, one requiring a much closer linking of subject-matter fields with teacher-education." This is true. The prospective elementary teacher may also note that to be familiar with children's literature, to master the science and art of reading, to achieve real depth and understanding in arithmetic, plus several other subjects, will make excessive demands on the present four-year curriculum. This is probably true, but we should not let

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DURING this school year, an estimated 400,000 Canadian elementary and secondary school pupils will be driven an estimated 70,000,000 miles to and from their classrooms.

Their safety will mainly depend on three things: the skill and judgment of the school bus driver; the mechanical condition of his vehicle; and the conduct of the children themselves getting on and off the bus and during the actual travel. Yet it's a shocking fact that, in the words of Fred Ellis, general manager, Ontario Safety League, "Many communities are apathetic to these elementary safety factors."

Fortunately, to date there have been very few school bus tragedies in Canada. But as highway travel conditions become more hazardous our luck may not hold out. The number of accidents in recent years involving school vehicles should serve as a stern warning. During the last six months of 1956 in Ontario, for example, there were 31 accidents. British Columbia had 27 accidents in 1957—or an average of nearly three per month over the 10-month school year. No statistics are available for all Canada.

The irony of the situation is that safety experts know what precautions must be taken to prevent large vehicles from becoming involved in accidents. The trucking industry follows their advice eagerly with the result that commercial truck drivers have an impressive safety record. On the other hand, many school administrators fail to follow the truckers' example. One can only conclude that many communities attach more importance to delivering a carload of furniture or a tankful of milk than they do to transporting their children safely.

Some recent accidents emphasize this point. Near Orono, Ontario, a bus carrying 14 high school students stalled while going up a hill and started rolling backwards. The brakes failed and the bus rolled over an embankment. Four of the children were injured. There would likely have been many more injuries had the vehicle gone over a much deeper drop nearby. There's a good chance that

How Safe is Your Child in a School Bus?

SIDNEY KATZ

the inefficient engine and the defective brakes might have been detected before the accident, had the bus been undergoing routine mechanical checks. The school bus inspection system in Ontario has been improved since then, but in some provinces many school buses still go several years without a thorough mechanical check.

In the Mundare district in Alberta a seven-year-old girl alighted from a school bus and walked in front of it to cross to the other side of the highway. As she was doing so, she stooped over to pick up

a book she had dropped. At that instant the driver—who couldn't see her—pulled ahead and crushed her to death. Safety officials have long advocated the necessity of escorting children on and off buses and helping them across the road.

On a school bus near London, Ontario, student passengers were shooting hard paper pellets at one another with rubber bands. One of the pellets hit a 16-year-old girl in the eye. She may permanently lose the sight of the eye. The difficulty of controlling young children at all times is known to every parent. But on a moving vehicle such control is essential. Every authoritative article or booklet dealing with safe school transportation emphasizes this point. One section of the 56-page *Safety Patrol Handbook* published by the American Automobile Association shows how order and discipline can be maintained by school bus patrols.

In Saskatchewan, a school bus driver was fired after a formal road test showed that he was incapable of handling the job. His was not a rare case. Contrary to the advice of safety experts, a man can become a school bus driver in any one of several provinces without a stiff medical examination and without knowing much about driving a bus.

In investigating the safety of our school transportation in Canada, I questioned police, safety experts, and provincial education and highway officials. I posed these questions: Are we doing all we can do to protect our children? Are we ignoring hazards that could be removed? What are the greatest danger points in our present school transportation systems?

Their answers give cause for both optimism and pessimism. The cheerful news is that many school authorities are fully aware of the school bus safety problem and are meeting it with vigor and imagination, generously backed by dollars; others are becoming aware of the hazards and are organizing to meet them. On the gloomy side, I found that in many parts of Canada the full nature of the problem is not yet realized and that very little is being done. In some locali-

ties, considerations other than safety—such as local politics or the desire to save a few dollars — are being given priority.

The most important figure in safe school transportation is the man who drives the bus. The National Safety Council likens him "to a ship's captain or an air line pilot because precious human lives depend on his experience, skill and judgment". Yet the sad fact is that too often the employment of the school bus driver is made on a casual basis. It's often a part-time job taken on by a person who works in a garage, in a store, on a farm, or on shift work. The health of the driver is an important factor, yet only a few provinces, such as Alberta and Nova Scotia, insist on annual medical certificates. A mature age is also important; that's why the National Safety Council sets 21 as the minimum age for a bus driver—advice that's followed by at least 18 American states. In most Canadian provinces, a youth of 18 can get the job. A candidate's temperament and his attitude toward children are also important considerations. In the opinion of W. Arch Bryce, secretary of the Canadian Highway Safety Conference, "Dangerous hooliganism on many buses is the direct result of a careless hiring attitude by boards of education. When a wrong choice is made, there's trouble ahead."

In practically every part of Canada, school bus drivers lack adequate training in the operation of a heavy vehicle. A typical new driver holds only a chauffeur's license and has experience only with passenger cars. But is this qualification enough? Most trucking companies think not. They require all their new drivers—even if they've held a chauffeur's license for 20 years—to take a long, intensive course in handling heavy vehicles before taking regular runs on the highway. For the same reason, Wallace N. Hyde, director of motor vehicles, North Carolina, says, "The person with a good record driving an ordinary car will not necessarily make a safe and efficient school bus driver."

For one thing, there's quite a difference between carrying two or three young passengers in a family car and carrying several dozen lively — if not rowdy — youngsters who are temporarily free of any parental or teacher discipline.

There is also a whale of a physical difference between a massive 55-passenger conveyance and the ordinary family car. For example, at 25 miles per hour a passenger car will stop in 25 feet; a bus needs 40 feet. You need more space to take a turn with a bus and you have to take it more slowly. A driver needs many hours behind the wheel of a big vehicle to get the hang of the transmission. Recently one Canadian bus dealer received a complaint from a driver that the clutch was always wearing out. The dealer went for a ride with the driver and was amazed to find that he was thoroughly unfamiliar with the transmission. He knew little or nothing about how to use the six-speed gear shift which was intended to give greater control going up or down hills and in slippery weather.

The indifference of many school boards often adds to the inefficiency of their bus drivers. A Saskatchewan safety official told me, "Many school bus drivers feel that nobody is interested in what they're doing, so they become careless." Fred Ellis of the Ontario Safety League adds, "There's no incentive for the good school bus driver." In contrast, in many parts of the country, commercial truck drivers with good records are given cash bonuses, feted at banquets, and sent away on courses to improve their status.

What can be done to ensure that our children are not entrusted to unqualified drivers? First and foremost, we should be much stricter in the qualifications required for school bus drivers. The State of Pennsylvania has laid down a list of criteria now widely approved by safety authorities in Canada and the United States. It says that the driver should be at least 21 years of age and in excellent health. Each year, he should be tested for vision, hearing, muscular steadiness and strength, fast reaction time, and freedom from physical conditions which might

Sidney Katz, a noted Canadian writer, finds reason for optimism and pessimism as a result of a cross-country survey on the subject of safety in school buses. This article was written for the *Imperial Oil Review*.

make him faint, such as heart disease, high blood pressure, and epilepsy. Psychological tests should establish that he's a stable, self-disciplined, and patient person. A number of highly regarded local citizens who know him should attest to the fact that he's a person of good habits.

As for the actual training, the North Carolina motor vehicles branch, which has chalked up an impressive record for safe school transportation, suggests a program including both classroom work and actual bus driving. If necessary, the program should go on for as long as 12 weeks. These authorities strongly advocate that the training program should be undertaken on a state-wide (or province-wide) basis. "Training programs left in the hands of local or regional school boards usually don't work," they say. "They usually don't realize the need for training, they haven't got enough money for proper training, and finally, they don't have qualified instructors." North Carolina, with 35 full-time instructors who do nothing but train and supervise school bus operators, has demonstrated that its program actually works.

But no matter how competent and well-trained the driver, he can't provide safe transportation if his vehicle is in poor mechanical condition. Unfortunately, many school buses are of substandard quality; many localities lack a regular and systematic program of maintenance and inspection. In Nova Scotia, which is better than most provinces, every bus is carefully scrutinized every six weeks. In Ontario, under a law that went into effect last summer, every school bus must be inspected by a licensed mechanic at the beginning of each school year. In Alberta,

vehicles are inspected every six months; in British Columbia, once a year. A Saskatchewan educator told me, "Only six of our 56 local school units have a regular program of maintenance and inspection."

Mechanical defects have already been responsible for many accidents. In Saskatchewan, a damaged exhaust system in one vehicle allowed deadly carbon monoxide fumes to escape, sickening several young passengers. The accident might have claimed several lives. A school bus careered off Highway 8, near Hamilton, and jammed into a tree, injuring one child; the steering mechanism had jammed. When I asked safety authorities across Canada to list defects found in school conveyances, they cited badly worn tires, deteriorated brake linings, smashed headlights, broken windshield wipers, rusted emergency doors which wouldn't open, and flimsy, makeshift plywood cabooses built on light trucks. Comments C. J. Kenway, secretary, Alberta Highway Traffic Board, "Poorly maintained, makeshift vehicles may appear economical but they're expensive in the long run in terms of crippled bodies and loss of lives."

How can the presence of so many substandard vehicles be explained? Many safety officials, like Fred Ellis of the Ontario Safety League, argue that the "tender system", used in many parts of Canada, is to blame. Many school boards, instead of running their own transportation service, call for tenders from private operators. In an effort to save money, school boards sometimes let their contracts not to the most reliable bidder but to the lowest one. "They hire transportation at a price where it's impossible to provide sound vehicles and good quality maintenance", a Saskatchewan educator declares.

This is not too difficult to understand. A good school bus costs \$12,000 or more. Expert mechanics earn high wages and so do good drivers. Since school transportation contracts last for only one year this discourages contractors from making heavy investments. Many competent bus

operators have been forced out of business by price-cutting competitors. In one province for example, one operator, after years of satisfactory service, failed to get a renewal of his contract because an inexperienced newcomer had underbid him a few cents a mile. Another contractor, who had driven children to school for over 10 years without a single accident, lost his contract because he was \$50 above the successful bidder.

Obviously, the one-year tender system is in need of revision. Safety, rather than price, should be the main consideration in granting contracts. And perhaps the contract period should be extended to five years, on condition that the operator continue to provide competent drivers and maintain his vehicles in good shape. But low-bidding operators, too poor to acquire good equipment and maintain it, are not the only guilty ones. W. Arch Bryce of the Canadian Highway Safety Conference says, "Many rural school boards buy school buses as cheaply as possible. Some of them are so ramshackle that parents shouldn't permit their children to ride in them."

Just as important a safety factor as the mechanical condition of the school bus is the behavior of the students as they drive to and from their classes. The average family man finds that he can't drive properly if he's distracted by his two or three children squabbling in the back seat of his car. Imagine, then, the plight of the bus driver who's harrassed by 50 or 60 noisy, active children. He's a likely candidate for an accident.

I recently spoke to a safety official who spent a few weeks travelling several school bus routes. On most of the trips, the children were orderly and well-behaved. But he described one trip which was different. Under the watchful eye of a teacher, the students waited quietly for the bus doors to open. Once inside, all hell broke loose. They fought for their favorite seats. They shouted, whistled, sang. Caps, gloves, books went sailing through the air. A half dozen students roamed around, occasionally engaging

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What Education Research Says

G. M. DUNLOP

THE influence of time spent going to and returning from school in school buses has always been a source of worry in Alberta where centralized schools are a characteristic feature of our large units. The importance of the problem is made apparent by the fact that during the 1955-56 school year, 62,864 Alberta children were transported a distance of 102,790 miles daily to centralized schools.

What influence on attendance and achievement results from the widespread use of school buses in Alberta? Lambert had found that pupils transported to school in vans experienced an appreciable lengthening of the school day. Bonney discovered that vanned rural students were not accepted on an equal basis by town students. Munro found a similar lack of acceptance of vanned high school pupils in southern Alberta. In a study of English children, Lee found that vanned students were less well adjusted than unvanned students, the boys showing more disturbance than the girls.

To answer the question for Alberta children comparable groups of vanned and unvanned pupils were selected at the Grade II, IV, and VI levels from four rural divisions—Calgary, Wheatland, Three Hills, and Olds. At the outset of the study all were tested on the Stanford Achievement Test and on the Otis Quick-Scoring Test of Mental Ability appropriate to each grade level. The vanned group were, in the main, children from farms. The unvanned group were children from towns and villages and from farms close to the centralized

schools. The children in each group were distributed as follows—Grade II, vanned 171, unvanned 144; Grade IV, vanned 188, unvanned 160; and Grade VI, vanned 167, unvanned 143.

The findings of the study are listed below:

- There were no appreciable differences in intelligence at the Grade II, IV, or VI levels.

- There were no significant differences in attendance in Grades II and IV. At the Grade VI level the attendance of the vanned group was poorer, likely a reflection of the fact that the older boys are kept at home for seasonal work.

- The vanned group of Grade II children were significantly inferior in achievement to the unvanned group. No significant differences in achievement were in evidence at the Grade IV and Grade VI levels.

The important finding is that Grade II children vanned to school in school buses actually do significantly inferior work in reading, language, spelling, and arithmetic when compared with the unvanned children. It seems that farm children may rise earlier, do chores, and walk to the point at which they catch the bus, with the process repeated in reverse after school. This would result in a longer and more fatiguing day. The fact that inferiority in achievement of the vanned children disappears at the Grade IV level suggests that the younger children in Grades I, II and possibly III lack the strength to overcome the adverse effects of their longer and more effortful day.

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their friends in wrestling matches. They ignored the driver's pleas to keep quiet. An eight-year-old boy shoved open the emergency door at the rear of the bus and might have gone sailing out onto the highway had not an older student grabbed him.

Not long ago, near North Bay, a driver was forced to stop his bus because he was being blinded by flying objects hurled by his passengers. He refused to continue until the horseplay ceased. It is too much to expect that such drivers, subject to this kind of ordeal, will be capable of delivering their passengers to their destination without a mishap. There are no statistics available to show how many school bus accidents have been caused by frayed nerves.

Yet order and quiet can be maintained by a system which is hardly being used in Canada at all. The solution lies in organizing school bus safety patrols. In Wisconsin, for example, a two-man safety patrol is assigned to each bus. The patrolmen are senior students selected because of their maturity, intelligence, and status in student activities. One of the patrolmen is stationed in the front of the bus. He helps the children in, then sees them safely across the highway when they alight. The inside man makes sure that every passenger takes his assigned seat and he maintains order while the bus is in motion. A Wisconsin school official wrote me, "The youngsters serving in the safety patrols have justified our faith in them. We have no disciplinary problems on our buses."

There is still another way of promoting school bus safety: traffic legislation. Most provinces have laws making it obligatory for motorists to stop behind a school conveyance when it stops to take on or drop off children. New Brunswick has gone a step further: motorists meeting or overtaking a standing school bus are required to come to a halt, thus allowing the youngsters to cross the highway safely. But many authorities, like Walter Rey-

nolds, commissioner of highway safety, Department of Transport, Ontario, are opposed to stopping oncoming traffic. "It's over-protecting the child", he argues. "He might get hurt when he has to cross a highway on his own." Another danger is that a motorist from another province, unfamiliar with local laws, might unwittingly run down an unwary youngster.

As a further protective measure, most school buses are painted a bright 'school bus' yellow as a caution to the motorist. It has undoubtedly already saved many lives. It will save even more as the public gets used to the color and respects the ordinance to come to a halt behind the school bus. Unfortunately, the effectiveness of 'school bus' yellow has been watered down for a number of reasons. Commercial bus companies who use some of their regular vehicles for school transportation for a few hours daily refuse to paint them in what they consider a garish color. Again, in recent years, thousands of buses and trucks have blossomed forth in a wide variety of bright shades and hues, thus making the yellow school bus less conspicuous. R. P. Lawrence, manager of the Alberta Safety League, believes "We should go to work immediately to find ways of making our school buses even more distinctive than they are now."

Never before have we spent so much on the education of our children. Never before has there been so much discussion about our schools. Millions of words are being written and spoken yearly about teachers' salaries and qualifications, curricula content, and methods of instruction. Courses have been introduced to improve the physical and mental health of our youngsters. But a more fundamental problem—how to safely convey 400,000 children to and from their classrooms so they can enjoy the fruits of our spending and planning—is only now beginning to attract the widespread attention of educators, safety authorities, and parents.

High Standards

S. C. T. CLARKE

THE letter from Dean H. T. Coutts which appears in this issue describes the summer school provisions for teachers deficient in matriculation. This proposal is consistent with the objectives of The Alberta Teachers' Association.

Competence is the first hallmark of a profession. The professional person knows why, knows how, and can do. The Alberta Teachers' Association has had from its beginning a continuous concern for teacher competence. Our code of ethics states that the teacher strives constantly to improve his educational practice. The Association's educational platform calls for higher professional training for teachers. Policy resolution 17.04 recommends that the one-year program of teacher education be eliminated and that a minimum of four years in the Faculty of Education of the University of Alberta or the equivalent be required for permanent certification. The Association's brief to the Cameron Royal Commission on Education supports in detail the above position and specifically asks that the high standards approach should be adopted by all the responsible authorities as policy with respect to staffing Alberta's schools. It is clear that we, as teachers, are deeply committed to the improvement of teaching competence.

This is as it should be. The welfare of the boys and girls in our charge requires it. The concern for a social purpose which is appropriate for a profession demands it. At a different level, self-interest among teachers would still dictate a high standard program. How else can we improve the prestige of teaching? What better way to increase teacher control over curriculum and other educational

matters? What better way to justify improved economic conditions?

The Alberta Teachers' Association believes that the most objective measures of teacher competence are training and experience. These are not perfect measures of competence, but experience over the years in Alberta and elsewhere has proven them to be, in the long run, sound.

What can we, as teachers, do about improving our professional competence? A recent survey requested by the Board of Teacher Education and Certification indicates that some 1,500 of Alberta's 10,000 teachers are deficient in university matriculation. Such teachers have interim or second class certificates or letters of authority. The Department of Education has decided to establish a special summer school to assist these teachers to clear up their matriculation deficiencies. We urge all teachers who intend to continue in the teaching profession to attend this summer school if they are deficient in matriculation. Such action is in the long run in the interests of the children of Alberta and is in the interest of the teachers themselves.

The regular summer session at the University of Alberta is the normal channel for those with matriculation, but without the bachelor of education degree, to continue their program. The Association urges all teachers in this category to attend summer sessions directed towards a B.Ed. degree.

Teachers with the bachelor of education degree or its equivalent have reached the training goal stated in ATA policy. For these we urge consideration of one or more of these actions:

- advanced training towards the master of education degree or special certificates;
- active association with ATA local education committees in curriculum research, and other professional activities;

- a deliberate attempt to keep up with new books, journals, and articles in your teaching area and with respect to education in general;
- active association with small study groups of six or eight interested teachers, studying a topic of mutual interest.

Pensions Grievance Committee

The Pensions Grievance Committee established by the Executive Council met on February 7 to consider the cases of 14 teachers, some active, some retired. A number of these teachers were of the opinion that decisions of the Board of Administrators, Teachers' Retirement Fund were inequitable to them. Others merely wished to have information. Letters of two of the latter group were turned over to the secretary-treasurer of the Board of Administrators for clarification. Three cases were deemed to require advocacy by the chairman of the Pensions Grievance Committee before the Board of Administrators; one case was withdrawn by the applicant; one

was satisfactorily settled through prompt action of the pensions board; and seven teachers were advised that the Pensions Grievance Committee could do nothing for them under present TRF by-laws.

The findings of the Pensions Grievance Committee were reported to the Executive Council at its February meeting, and the opinion was expressed that the results have justified the creation of the committee. The committee's report was approved, and the chairman and secretary were instructed to appear before the Board of Administrators of the Teachers' Retirement Fund in respect of the three cases which are deemed to be proper grievances.

Executive Council Elections, 1959

The following is a list of nominations of candidates for election to the Executive Council for terms commencing Easter, 1959.

In cases where one complete nomination only has been received, the candidate will be declared elected by acclamation.

Position	Candidate	Nominated by
*President	Richard Frank Staples Westlock	Calgary City, Camrose, Edmonton Public School, Grande Prairie, Hardisty-Provost, Holden, Killam, Lac Ste. Anne, Lethbridge District, Stony Plain, Vermilion, Westlock, and Wetaskiwin.

Vice-President	Everett Clayton Baldwin Calgary	Calgary City.
	Malcolm Whitney McDonnell Camrose	Camrose, Castor, Hardisty-Provost, Holden, Killam, Lethbridge City, Neutral Hills, and Vermilion.
	Arthur David Gerald Yates Edmonton	Edmonton Public School, and Stony Plain.

District Representatives

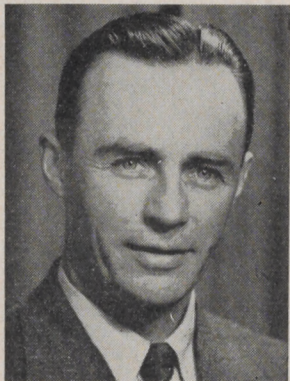
North-eastern	Andrew John Shandro Glendon	Bonnyville, Lamont, and St. Paul.
	Frank Shymko Myrnam	Two Hills.
*Edmonton District	Hugh Charles McCall Stony Plain	Lac Ste. Anne, Stony Plain, Westlock, and Wetaskiwin
*Central Eastern	Catherine Mary Jean Saville Hardisty	Camrose, Castor, Hardisty-Provost, Holden, Killam, Neutral Hills, Vermilion, and Wainwright.
*Calgary City	Elizabeth Watson Darling Hope Duff Calgary	Calgary City.
*South-western	Thomas Frederick Rieger Picture Butte	Lethbridge District.
¹Edmonton City	Arthur Melbourne Arbeau Edmonton	Edmonton Separate.
	Frank Loewen Edmonton	Edmonton Public School.

*Elected by acclamation

¹A by-election is being held in this constituency to fill the unexpired term of the present representative. The term will be for one year beginning Easter, 1959.

Candidates Elected by Acclamation

President



R. F. STAPLES

Mr. Staples has a wealth of experience in Association affairs. He has served two and a half years as Edmonton District representative and is completing a year and a half as vice-president on the Executive Council. Dick has attended two Canadian Teachers' Federation Conferences and the Canadian Conference on Education at Ottawa in 1958. During his term as vice-president, he has been chairman of the ATA Finance and Resolutions Committees. He has also attended the ATA Banff Conference and the Economic Seminar, and assisted at the Association's presentation to the Cameron Royal Commission on Education.

Dick has taught for 26 years in Alberta. This is his thirteenth year as principal of the large centralized school at Westlock. For the past six years he has taught at the Department of Education Summer Session in Red Deer and for the last four years has been in charge of student activities. Dick holds his B.Ed. degree from the University of Alberta.

Central Eastern Alberta



JEAN SAVILLE

Mrs. Saville is a native of the Irma District where she received her early education. She took her high school education and normal school training in Edmonton. She is currently studying for her bachelor of education degree from the University of Alberta.

After serving the usual apprenticeship in the 'little red schoolhouse', Mrs. Saville accepted a position on the staff of the Hardisty Town School. Here, for the past eight years, she has been vice-principal with teaching duties in the high school.

Always active in Association affairs, Mrs. Saville was president of the Hardisty-Metiskow Sublocal, and president, secretary, councillor, and Banff Conference delegate for the Hardisty-Provost Local. She has served as secretary of the regional zone organization. She was elected to the Executive Council as district representative for Central Eastern Alberta in a by-election in June, 1958.

Calgary City



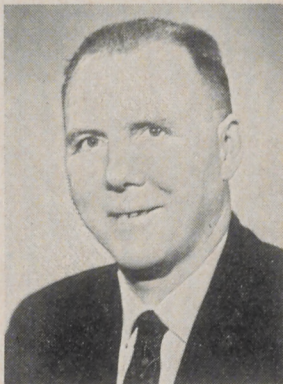
ELIZABETH W. DUFF

Miss Duff has been a member of the Executive Council for one year in the position of district representative for Calgary City.

Always active in Association affairs, she has served for five years on the executive of the Calgary City Local and is immediate past president of the Senior High School Sublocal. At present, she is serving the Association on the ATA Curriculum Committee and on the newly-formed ATA Membership Committee, and as a member of the Department of Education High School Curriculum Committee.

Miss Duff is on the staff of Crescent Heights High School where she teaches English and Social Studies. She has had varied experience in rural schools throughout the province, and prior to moving to Calgary, was principal of the Jefferson Centralized School. Miss Duff holds her M.Ed. degree from the University of Alberta.

Southwestern Alberta



T. F. RIEGER

Mr. Rieger was elected in November, 1957 as district representative for Southwestern Alberta and has taken an active part in Association affairs at the provincial level. He is one of the ATA representatives on the General Curriculum Committee of the Department of Education and also serves on the ATA Curriculum Committee.

Tom has had wide experience in local activities, as secretary-treasurer of the Lethbridge District Local, representative at the ATA Banff Conference, and councillor to the Annual General Meeting.

Mr. Rieger has been teaching in Alberta for over 25 years. For six years, he taught in rural schools. Then he taught high school at Taber and Berwyn. For six years he was principal of the Mirror School and since 1949 he has been vice-principal of the Picture Butte High School. He holds B.A., B.Ed., and M.Ed. degrees from the University of Alberta.

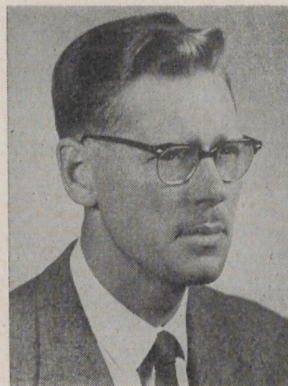
Edmonton District



H. C. McCALL

Mr. McCall received his education in Alberta, graduating from the College of Education, University of Alberta, in 1939 with B.Sc. and B.Ed. degrees. He has taught in the Red Deer Valley and Leduc School Divisions and is at present principal of Memorial High School, Stony Plain. Hugh also served four years in the Royal Canadian Air Force.

He has served on the Executive Council of the Association since February, 1958 when he was elected in a by-election as the representative for Edmonton District. He is chairman of the ATA Pension and Pensions Grievance Committees and also acts on the Resolutions Committee. Hugh has attended three Economic Seminars in Banff and works as an economic consultant for the Association.



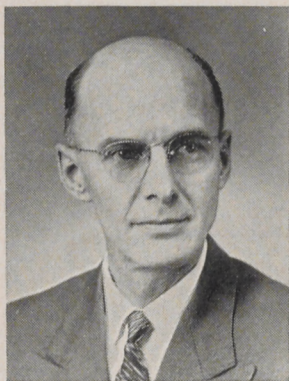
A. D. G. YATES

After four years' service with the Royal Canadian Air Force, Mr. Yates attended the University of Alberta where he obtained his B.Ed. degree.

He served for two years as principal of the Wildwood School, and for the past eight years has been on the staff of the Edmonton Public School Board. He taught for four years in elementary schools, two years as relieving teacher, and for the past two years has been at Ross Sheppard Composite High School.

Mr. Yates has served two years as Edmonton City representative on the Executive Council. He is a member of the Scholarship and Loan, Finance, and Resolutions Committees. He was one of the Association representatives at the 1958 Canadian Teachers' Federation Conference. He has attended three Economic Seminars in Banff and acts as an economic consultant for the Association. In local affairs he was for three years a member of the executive of the former Edmonton Elementary Local and served on the inter-local salary policy committee.

for Vice-President

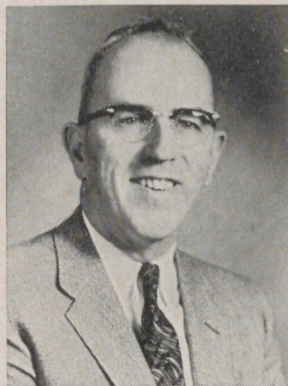


M. W. McDONNELL

Mr. McDonnell has taught in Camrose for the past 15 years. He is a graduate of the University of Alberta and is currently completing post-graduate work leading to the master of education degree.

He served on the Executive Council from 1954 to 1957 as district representative for Central Eastern Alberta. During his term of office he was a member of several executive committees including the Resolutions Committee and a committee on office administration. Since 1957, he has continued as a member of the ATA Pension Committee.

Other connections with Association affairs include terms on local negotiating and salary policy committees and convention presidencies. He is past president of the Holden and Camrose Locals and is presently chairman of the Central Eastern Alberta zone organization.



E. C. BALDWIN

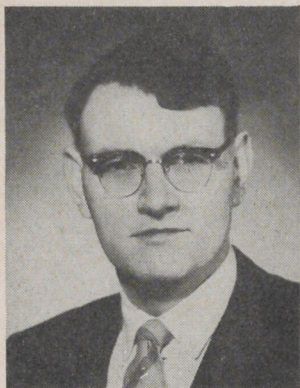
Mr. Baldwin is on the staff of Crescent Heights High School, Calgary. Previously, he was teacher and principal at Youngstown, Scotfield, Huxley, Eckville, and Ponoka. He holds his B.A. and B.Ed. degrees from the University of Alberta, and has attended summer classes at several United States universities as the recipient of scholarships.

Mr. Baldwin's experience in ATA activities has been extensive. He has served as an officer of several locals, has been an AGM councillor, and is currently a member of the executive of the Calgary City Local. He has been on the Calgary City Convention committee for five years and has been chairman for the past two. He has also served on several Department of Education committees.

For the past 12 years, as dean-secretary, he has directed the ASM (Alberta, Saskatchewan, Manitoba) School of Narcotic Education, held annually in Saskatoon. A member of the United Church of Canada, he is currently serving on one of its Dominion-wide commissions.

Nominations for District Representatives

Edmonton City



A. M. ARBEAU

Arthur M. (Bud) Arbeau was born in British Columbia, attended Grade I in Vancouver, and completed his elementary and secondary education in Banff. In high school he was active in student affairs and was a member of the editorial staff for students' publications.

He obtained his B.Sc. degree from the University of Alberta in 1949 and attended the University of California in 1950. After two years as a control chemist, he returned to the University of Alberta and received his B.Ed. degree in 1953. He has taught since on the Edmonton Separate School staff and is presently vice-principal of St. John's School.

Mr. Arbeau has been a member of the executive committee of the Edmonton Separate School Local for several years, for two years as president. In 1956 he was the local's delegate to the Banff Conference. For the past two years he has served as president of the Edmonton City Convention.

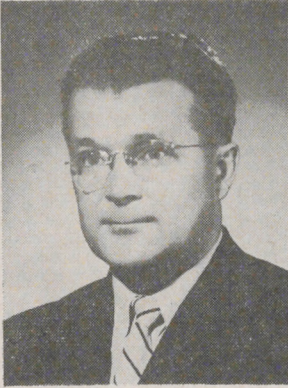


FRANK LOEWEN

Mr. Loewen was born and educated in Alberta. He graduated from Calgary Normal School in 1941 and taught for a year in the Wheatland School Division. Following four years' service in the Canadian Army, he attended the University of Alberta, graduating with his M.Ed. degree in 1949. Since that time he has been employed by the Edmonton Public School Board in both junior high and elementary schools. He is at present principal of Fairview School.

Mr. Loewen's experiences in local associations have been many and varied. From 1951 to 1957 he was a member of the executive of the former Edmonton Junior High Local, acted on the salary conference committee, the salary policy committee, the interpretation committee, and as president for a year. He has also attended the Annual General Meeting as a councillor on several occasions and has been a delegate to the Banff Conference.

Northeastern Alberta

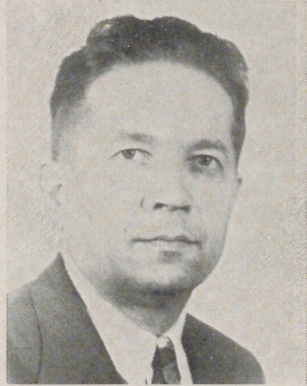


A. J. SHANDRO

Mr. Shandro received his early education at Victoria High School in Edmonton and his bachelor of arts and bachelor of education degrees from the University of Alberta.

His first teaching experience was in a country school at Beacon, where he taught for five years. Then he was called to the Glendon High School where he has been principal for the last 16 years.

During the past two years Andy has been district representative for Northeastern Alberta on the Executive Council. He has taken an active part in Association activities at the provincial level and represented the Association at the British Columbia Teachers' Federation Workshop in 1958. His service in local affairs has included terms as president of the Glendon Sublocal, as vice-president of the Bonnyville Local, and as member of salary negotiating committees for many years.



FRANK SHYMKO

Following his discharge from the Canadian Army in 1946, Mr. Shymko completed his B.A and B.Ed. degrees at the University of Alberta.

He has been principal of the 18-room school at Myrnam since 1953. For several years he was president of the Two Hills Principals' Association and in 1956 attended the first Leadership Course for School Principals.

Frank has always taken an active part in Association affairs. He has been secretary of the Two Hills Local and a member of salary policy and negotiating committees for the past 11 years. He has never missed a regional conference and has attended every area briefing school in his region since their inception. He has been a councillor to the Annual General Meeting and attended the Banff Conference on two occasions. He has also served on the executive of the Third Edmonton District Convention.

DEPARTMENT OF EDUCATION



Official Bulletin

No. 191

The Department of Education has received notice concerning a joint program of summer schools at four British universities in 1959, operating at Edinburgh, London, Oxford, and Stratford-upon-Avon. Alberta's agent-general in London has inquired as to the prospec-

tive interest of Alberta teachers. Any Alberta teacher who might be interested in devoting a summer to study in Britain is urged to write to: Mr. R. A. McMullen, Agent-General for Alberta, Alberta House, 37 Hill Street, London, W. 1, England.

Typewriting Workshop

Dr. Alan C. Lloyd of New York, one of the world's foremost authorities on the teaching of typewriting, has accepted the invitation of the business education teachers of Edmonton and Calgary to conduct a typewriting workshop at the Banff School of Fine Arts, April 1 and 2.

Dr. Lloyd, who is on the executive staff of the Gregg Division of McGraw-Hill Publishing Company, has taught typewriting and other business subjects on all levels and is widely known for his development of time-saving and effort-

saving devices in typewriting instruction. He is author or co-author of seven typewriting textbooks and editor of several business publications.

Attendance at the workshop is open to any and all typing teachers in the province. Rooms and meals at reasonable rates at the Banff School of Fine Arts have been arranged. Registrars are Ron Florendine of Crescent Heights High School, Calgary, and Clare Hollingsworth, Victoria Composite High School, Edmonton.

Research Appointment

The Research Council of Alberta expects to have a position available for a high school science teacher in the summer of 1959. The appointee will assist in some current research project in the petroleum or natural gas groups. There will be an opportunity to become acquainted with the various programs underway in the Council's laboratories and to gain some familiarity with modern scientific research.

Basis for appointment will be the probable ability of the teacher to profit from the experience, as well as his usefulness

to the particular research project. Some university training in physics, chemistry, and mathematics is desirable. The salary will be \$325 a month for a period of between six weeks and two months.

Interested teachers are asked to submit a brief resumé of background and experience and the names of two or three references (who should include one or two high school inspectors). Applications should be sent to the secretary, Research Council of Alberta, 87 Avenue and 114 Street, Edmonton, not later than April 1.

In Your Behalf

THE PRESIDENT'S COLUMN



Policy resolutions requesting action by either the Department of Education or the Government of the Province of Alberta were presented to the respective bodies on January 8. The delegation making the presentation in each case consisted of the executive officers and the assistant general secretary.

The Association makes such a presentation of policy resolutions annually. Pertinent resolutions are selected and spoken to by our representatives, and the remainder of the resolutions are left with the Department and the Cabinet for their consideration. We are concerned to find that many of the policy resolutions passed several years ago do not express precisely the Association's present views. Consequently, I am of the opinion that it is imperative we undertake a complete review of our policy resolutions as soon as possible. We hope to be able to present a preliminary review for the 1959 Annual General Meeting.

Resolutions presented to the Department of Education and discussed included: 10.03, 10.05, 13.02, 13.06, 13.09, 17.05, and S7. These resolutions, although some were reaffirmed by last year's annual meeting, had all been presented previously.

In regard to the resolutions dealing with living and working conditions, the

Department indicated its willingness to cooperate if The Alberta Teachers' Association and the Alberta School Trustees' Association can come to an agreement. A lack of knowledge of the existing housing situation seemed to suggest that a joint ATA-ASTA survey was needed. This matter will be taken up at our next joint meeting with the trustees.

We have been very concerned this year over the employment of unqualified persons in the classroom. The Minister requested that a committee of Dr. T. C. Byrne, Dr. H. T. Coutts, and Dr. S. C. T. Clarke discuss an appropriate definition of what constitutes a teacher. He has promised the fullest cooperation with the Association in cases where school boards employ unqualified persons in classrooms. We also agreed to discuss resolution 13.06 with the trustees in an attempt to reach agreement before again approaching the Department.

Our policy resolution regarding the probationary year was discussed. Our objection was that this is not a sensible requirement for teachers who have had long records of satisfactory service. We felt that it would discourage many of them from considering new positions because of the uncertainty that accompanies a probationary year. The Minister felt a probationary year was necessary as a measure of protection to boards who

hire a number of teachers in such a short time.

No satisfactory conclusion was reached in regard to general certification before special certification. It is quite possible the Cameron Royal Commission on Education will have some recommendations in this regard.

Our delegates expressed to the Premier and Cabinet appreciation of the proposed legislation with respect to teachers' pensions and for scholarship assistance.

Two policy resolutions on political freedom for teachers were discussed. Members of the Cabinet are quite aware of this problem, but as yet neither we nor they appear to have a solution.

Resolutions 17.03 and 17.04 were discussed and the high standards approach was stressed. The Minister of Education stated that, if increased teacher education before certification were to be implemented, it would have to be by requiring two years' education prior to any certification.

Investment Report Teachers' Retirement Fund

As at August 31, 1958, securities of a par value of \$17,088,332.26 were fully registered or registered as to principal in the name of the Board of Administrators, Teachers' Retirement Fund. These securities included bonds and debentures of the Government of Canada, or guaranteed by the Government of Canada; of the provinces of Canada, or guaranteed by the provinces of Canada; of large municipal areas; of corporations; investment certificates of trust corporations; some preferred and common shares; and a mortgage on Barnett House. Securities of a par value of \$1,592,390.16 are held in bearer form. These bearer bonds are of school divisions and school districts of Alberta, and municipal areas of Alberta. The securities in bearer form give a higher rate of earnings than Canada or provincial bonds or bonds of large municipal areas and are purchased for income and for diversification in the portfolio.

All purchases of investments are made according to the regulations of the *Canadian and British Insurance Companies Act*. All proposed purchases and sales must be approved by the Investment Committee of the Board of Ad-

ministrators. All securities are lodged in the vaults of the Imperial Bank of Canada, main branch, and the signatures of two custodians named by the Board of Administrators are required to gain admittance to the vault. All deliveries of securities purchased, or securities sold, are made through the bank which makes payment, or receives payment, on behalf of the Board of Administrators when the securities are delivered. All coupons clipped from the securities are receipted in the bank and deposited immediately.

The Board of Administrators carries \$2,000,000 of insurance on the securities held in the vaults of the Imperial Bank, an amount considered adequate by the auditors. In addition, the Imperial Bank carries insurance for losses which are its legal responsibility.

This report has been prepared by the Board of Administrators, Teachers' Retirement Fund, to meet the request of resolution C23/58



Resolutions, Annual General Meeting, 1959

This material is confidential and the information contained herein is for the use of the members of The Alberta Teachers' Association only. None of the material contained in these resolutions may be reproduced, either in whole or in part, except on the written authority of the general secretary-treasurer of the Association.

Some local associations may find that their resolutions have not been printed exactly as forwarded to the office under declaration. The councillors of the local associations concerned have the right to ask that the resolutions be read, as originally drafted, and/or discussed at the same time that the resolutions covering the same matter or principle are before the Annual General Meeting.

Resolutions have been amended because:

- they concern matters either in effect or being considered;
- they are similar in content to other resolutions, one of which has been printed—in these cases the Executive Council has selected the most comprehensive resolutions; or
- "By-laws and resolutions involving the expenditure of money of the Association shall be referred to the Executive Council for recommendation or report before being presented to the Annual General Meeting."—By-law 22.

There are three groups of resolutions to be presented to the Annual General Meeting:

- (a) resolutions presented by local associations,
- (b) resolutions presented by the Executive Council of The Alberta Teachers' Association,
and
- (c) resolutions referred to the ATA Curriculum Committee.

Resolutions presented by local associations

C 1/59 Whereas; it is fairly obvious that a person cannot do a good job of teaching subjects about which he knows but little himself,
BE IT RESOLVED, that at least in the highly important and basic compulsory subjects of English and social studies in high school, every teacher be required to hold standing in a certain minimum number of senior university arts courses in those fields.

C 2/59 Whereas; the present degree program in education stresses methods and other professional courses, and
Whereas; this emphasis reduces the amount of time given in the bachelor of education program to content courses in the arts and sciences, and
Whereas; education graduates are therefore well equipped in methodology but are deficient in the

academic background necessary to successful teaching of academic subjects in the high school, and

Whereas; this lack of balance in the professional preparation of teachers can be repaired only by the university,

BE IT RESOLVED, that the University of Alberta review its teacher training program to the end that the first two and a half years of the degree course be devoted almost exclusively to courses in the arts and sciences of the teacher's specialty and related subjects, and that courses in teaching methods, administration, guidance, etc. be deferred to the last year and a half of the program.

C 3/59 Whereas; it is the present policy of The Alberta Teachers' Association that a minimum of two years' professional education for interim certification be required, and

Whereas; some superintendents have encouraged prospective teachers to take the one-year program of teacher education,

BE IT RESOLVED, that The Alberta Teachers' Association ask the chief superintendent of schools to advise his staff to encourage prospective teachers to enrol in the bachelor of education program.

C 4/59 Whereas; kindergartens are not governed by *The School Act*, and Whereas; persons employed as kindergarten teachers do not require teacher certification,

BE IT RESOLVED, that all kindergartens operated by school boards be placed under *The School Act* and other regulations of the Department of Education.

C 5/59 Whereas; many school divisions are now supplying high school texts on a rental plan, and Whereas; the provincial government allows 40 percent discount

on most texts for most high school courses under its textbook rental plan, and

Whereas; the texts for psychology and sociology are not so discounted,

BE IT RESOLVED, that all texts for high school courses be subject to 40 percent discount under the rental plan.

C 6/59 **BE IT RESOLVED**, that The Alberta Teachers' Association press for satisfactory remuneration for teachers marking departmental examination papers.

C 7/59 Whereas; it is considered that serious research has demonstrated that it is impossible to devise a satisfactory system of merit rating for pay for teachers, and Whereas; any attempt to put a system of merit rating for pay into operation in this province cannot help but hinder professional relationships between teachers and students, teachers and teachers, teachers and administration, and teachers and the public at large, **BE IT RESOLVED**, that The Alberta Teachers' Association go on record as opposing in principle the idea or the implementation anywhere in the Province of Alberta of a system of merit rating for pay for teachers.

C 8/59 Whereas; the successful operation of school libraries requires the services of trained teacher-librarians, and

Whereas; teacher-librarians are discriminated against in some salary agreements,

BE IT RESOLVED, that teacher-librarians who are employed to work in the school system should receive a salary equal in every respect to that of other teachers who have equivalent teacher education and experience.

C 9/59 Whereas; the professional duties of the president and other elected members of the Executive Council of The Alberta Teachers' As-

sociation do not permit them to give constant leadership at head office, and

Whereas; the members of the Executive Council are responsible to the general membership of The Alberta Teachers' Association for all administration at head office, and

Whereas; the members of the Executive Council have so little time to resolve the problems of organization and to initiate constructive planning of the Association's business, and

Whereas; there is a need for closer supervision of administration at the head office of The Alberta Teachers' Association,

BE IT RESOLVED, that the office of president of The Alberta Teachers' Association be made a full-time salaried position for a term of two years, with the option of re-election for one further term.

C10/59 Whereas; there has been a division of authority and a confusion of responsibility in the head office of The Alberta Teachers' Association regarding the offices of general secretary and assistant general secretary and the executive assistants,

BE IT RESOLVED, that lines of authority be established in the head office, with all other executive officers being responsible to the general secretary, who, in turn, is responsible to the Executive Council.

C11/59 Whereas; there are some possible hindrances to the advancement of the professional status of teachers in carrying on liaison with a non-professional group, namely the Canadian Labour Congress, and

Whereas; there may be possible dangers to The Alberta Teachers' Association in continued liaison with such organizations, and

Whereas; the Canadian Labour

Congress is aligning with one political party in Canada, and
Whereas; The Alberta Teachers' Association should refrain from associating with any one political party,

BE IT RESOLVED, that The Alberta Teachers' Association discontinue further liaison with the Canadian Labour Congress or any other such organization not directly concerned with education.

C12/59 Whereas; one of the characteristics of any profession is its possession and use of a body of scientific knowledge established largely by research, and

Whereas; the teaching profession will be one of the major benefactors of the knowledge accumulating from educational research,

BE IT RESOLVED, that The Alberta Teachers' Association substantially increase its grants to both the current and capital accounts of the Alberta Advisory Committee on Education Research.

C13/59 Whereas; much of today's educational information, such as educational briefs, reports of educational conferences, and the like, is not readily available to teachers,

BE IT RESOLVED, that The Alberta Teachers' Association make copies of such documents available at cost or through the ATA Library, or both, and further

BE IT RESOLVED, that teachers be informed, through *The ATA Magazine*, of the availability of these publications.

C14/59 Whereas; a few members of The Alberta Teachers' Association have had their service terminated through permanent disability several years before normal retirement age, and

Whereas; the disability pension in such cases has proven most inadequate to meet a minimum subsistence standard, and

Whereas; the number of disabled teachers is a small percentage of our total body,

BE IT RESOLVED, that The Alberta Teachers' Association take immediate action to alleviate this situation by the setting up of a benevolent fund which will be used to supplement the disability pension to the persons so affected to the amount of the normal pension.

C15/59 **BE IT RESOLVED**, that the Executive Council be instructed to investigate the setting up of a benevolent fund to which each member would contribute annually.

C16/59 Whereas; the financial statement for The Alberta Teachers' Association has become increasingly complex and difficult to assess by the teaching body, and Whereas; the expenditure for many items has increased greatly, and

Whereas; the increase of expenditures for entertainment appears to have been unduly large, and Whereas; the Finance Committee comprises elected members who are responsible for the authorization of such expenditures,

BE IT RESOLVED, that the general secretary-treasurer be required to make available a quarterly breakdown of current expenditures to enable the Finance Committee to effect economies where possible, and further

BE IT RESOLVED, that copies of such comparative breakdowns be available, on request, to any local association.

C17/59 Whereas; all the teachers of this province are members of our professional association, and

Whereas; the solidarity of The Alberta Teachers' Association may be greatly imperilled by unnecessary delay in providing these members with an adequate explanation of executive actions,

BE IT RESOLVED, that the teachers be provided with pertinent information from the Executive Council on major problems that are developing.

C18/59 **BE IT RESOLVED**, that The Alberta Teachers' Association consider the possibility of securing the services of Canadian educators to speak at Alberta teachers' conventions.

C19/59 **BE IT RESOLVED**, that The Alberta Teachers' Association consider the possibility of increasing the time given to curriculum making and group dynamics at the ATA Banff Conference.

C20/59 **BE IT RESOLVED**, that The Alberta Teachers' Association consider the feasibility of reorganizing the present course in publications at its ATA Banff Conference so as to include public relations techniques as well as principles, and that the name of the course be changed from "Alberta Teachers' Association Publications" to "Public Relations".

C21/59 **BE IT RESOLVED**, that the following be substituted for policy resolution 3.04:

"BE IT RESOLVED, that The Alberta Teachers' Association cooperate with the Canadian College of Teachers and be prepared to assist in developing its policies from within the organization."

C22/59 Whereas; contributions to the teachers' retirement fund are compulsory from the time of commencement of teaching service, and

Whereas; pensionable service begins at age 30,

BE IT RESOLVED, that all teaching service be counted as pensionable service.

C23/59 Whereas; many teachers return to teaching after having withdrawn their contributions to the teachers' retirement fund,

BE IT RESOLVED, that such

teachers be permitted reinstatement under the teachers' retirement fund plan by repayment in full of all money withdrawn, plus interest.

C24/59 Whereas; there is now a large number of teachers in Alberta who have transferred from other provinces, and

Whereas; there is no agreement in effect whereby such teachers can transfer their pension rights to Alberta,

BE IT RESOLVED, that The Alberta Teachers' Association attempt to secure reciprocal agreements among Canadian provinces.

Resolutions presented by the Executive Council of The Alberta Teachers' Association

C25/59 Whereas; in the total education of the child, both the school and other agencies of society have legitimate roles, and

Whereas; it is not the legitimate role of the school to offer high school credit for activities which do not take place in the school, and which do not require instruction by certificated teachers, and

Whereas; such activities are more properly the concern of other social agencies,

BE IT RESOLVED, that The Alberta Teachers' Association is opposed to any extension of the granting of credits towards a high school diploma for courses or activities taken elsewhere than in school under the instruction of certificated teachers.

C26/59 **BE IT RESOLVED**, that the Department of Education be urged to introduce new courses into the curriculum only after submission to and with the approval of the appropriate curriculum committee or committees.

C27/59 **BE IT RESOLVED**, that The Alberta Teachers' Association offer an annual fellowship in the amount of \$2,400 to a selected student entering the Faculty of Education, University of Alberta, for post-graduate work beyond the master's level.

C28/59 **BE IT RESOLVED**, that the

"whereas" and the first "Be It Resolved" clauses be deleted from policy resolution 2.01.

C29/59 **BE IT RESOLVED**, that the following resolution be substituted for policy resolution 2.05:

"BE IT RESOLVED, that head office remit local fees twice yearly, according to receipts from school boards, as at April 30 and November 30, each year, provided that no local fees be remitted until receipt of the local association's annual report form and audited financial statement (due by December 1, each year)."

C30/59 **BE IT RESOLVED**, that policy resolution 2.06 be amended to read:

"Whereas; the president of The Alberta Teachers' Association is required to spend a great deal of time away from his teaching position, and

Whereas; some school boards do not favor such absences, which make it difficult for the president to carry out his official duties, and

Whereas; there is an extreme shortage of part-time substitute teachers in the rural areas, which tends to make the office of the president available only to teachers of the large urban centres, which is an unhealthy condition for our Association,

BE IT RESOLVED, that the Ex-

ecutive Council be empowered to negotiate agreements with the school board concerned, so that a teacher who is an officer of the Association may be excused from his classroom to perform Association duties under conditions acceptable to both parties."

C31/59 BE IT RESOLVED, that policy resolution 2.07 be amended to read:

"Whereas; the ½ percent deduction from teachers' salaries for the Supplementary Pension Fund was discontinued on March 1, 1956, and

Whereas; the balance of all moneys remaining in the Supplementary Pension Fund has been transferred to the Special Emergency Fund,

BE IT RESOLVED, that By-law 6 of the General By-laws of The Alberta Teachers' Association, providing that a special levy may be made on members of The Alberta Teachers' Association, be not invoked until the balance from the Supplementary Pension Fund has been used for a special emergency or emergencies."

C32/59 BE IT RESOLVED, that policy resolution 3.02 be deleted from the *ATA Policy Handbook*.

C33/59 BE IT RESOLVED, that policy resolution 3.04 be amended by:

- (1) deleting the "whereas" clause;
- (2) deleting the words "organization of a";
- (3) deleting clause (c).

C34/59 BE IT RESOLVED, that policy resolution 4.01 be amended by:

- (1) substituting the word "be" for the words "should be points in The";
- (2) inserting as clause (4) (b): "to coordinate the work of the other curriculum committees by maintaining an overall view of the school curriculum" and renumbering the present clauses (b) and (c) as clauses (c) and (d);

(3) deleting the first "The" in clause 6;

(4) deleting the words "which are planned well in advance" in clause 8(b).

C35/59 BE IT RESOLVED, that policy resolution 5.01 be amended by:

- (1) deleting the words "with respect to the good and bad features" in the first "whereas" clause;
- (2) substituting the words "which further" for the words "interested in" in clause (c).

C36/59 BE IT RESOLVED, that policy resolution 7.02 be deleted from the *ATA Policy Handbook*.

C37/59 BE IT RESOLVED, that policy resolution 8.02 be amended by:

- (1) substituting the word "disapproves" for the words "views with alarm";
- (2) deleting clause (c) in the "whereas" clause;
- (3) deleting the words "inform the Executive Council of the Government of Alberta that The Alberta Teachers' Association" from clause (b) of the "Be It Resolved" clause.

C38/59 BE IT RESOLVED, that policy resolution 11.02 be amended by deleting all words after the word "sound".

C39/59 BE IT RESOLVED, that policy resolution 11.04 be amended by inserting after the word "their" in the "whereas" clause the words "pensionable service and part or all of their".

C40/59 BE IT RESOLVED, that policy resolution 11.05 be amended by:

- (1) deleting the words "in the future";
- (2) substituting the words "for investigation and report" for the words "to investigate and report on each resolution".

C41/59 BE IT RESOLVED, that the following resolution be substituted for policy resolution 12.01:

"BE IT RESOLVED, that The Alberta Teachers' Association, in cooperation with the Department of Education and the Faculty of Education, organize inservice education for teachers with the objective of the improvement of instruction."

C42/59 **BE IT RESOLVED,** that policy resolution 13.01 be deleted from the *ATA Policy Handbook*.

C43/59 **BE IT RESOLVED,** that policy resolution 13.16 be amended to read:

"BE IT RESOLVED, that the Executive Council of The Alberta Teachers' Association ask the Minister of Education to review the terms of reference of the Board of Teacher Education and Certification, so that all matters pertaining to certification and education of teachers be considered by the Board prior to action by the Minister of Education or the Faculty of Education."

C44/59 **BE IT RESOLVED,** that policy resolution 13.17 be amended by substituting the words "teacher certification" for the words "a teacher".

C45/59 **BE IT RESOLVED,** that policy resolution 15.01 be amended by:

- (1) deleting the word "off" in clause 9;
- (2) rewording clause 13 to read: "Provision for time with full pay for inservice professional education";
- (3) rewording clause 14 to read: "Provision of a maximum for classroom load".

C46/59 **BE IT RESOLVED,** that policy resolution 15.02 be amended by:

- (1) rewording clause (a) to read: "negotiating committees be urged to negotiate for professional salaries for all teachers";
- (2) deleting the word "and" following the word "favour" in clause (c).

C47/59 **BE IT RESOLVED,** that policy

resolution 15.05 be amended by substituting the words "the Executive Council" for the word "it" in the second "Be It Resolved" clause.

C48/59 **BE IT RESOLVED,** that policy resolution 16.02 be amended by adding the words "or at any other university whose standards are recognized by the University of Alberta" after the words "University of Alberta".

C49/59 **BE IT RESOLVED,** that policy resolution 17.01 be amended by deleting the words "their professional organization".

C50/59 **BE IT RESOLVED,** that policy resolution 18.01 be amended by inserting the words "in some cases" after the first "Whereas".

C51/59 **BE IT RESOLVED,** that short-term policy resolution S10 be deleted from the *ATA Policy Handbook*.

C52/59 **BE IT RESOLVED,** that short-term policy resolution S18 be deleted from the *ATA Policy Handbook*, if resolution C23/59 is approved.

C53/59 **BE IT RESOLVED,** that short-term policy resolution S19 be amended by:

- (1) deleting clause 1;
- (2) deleting the words "and school board ½ percent" from clause 2;
- (3) substituting the words "age 28" for the words "age 30" in clause 3;
- (4) rewording clause 5 to read: "a normal pension should be based on 2 percent of the average of the highest five consecutive years' salary to a maximum of 35 years of pensionable service";
- (5) deleting clause 6;
- (6) renumbering all clauses as required.

C54/59 **BE IT RESOLVED,** that short-term policy resolution S22 be amended by substituting the words "five consecutive years"

for the words "25 consecutive months".

C55/59 **BE IT RESOLVED**, that short-term policy resolution S25 be amended by;

- (1) substituting the word "twenty-eight" for the word "thirty";
- (2) deleting the words "provided any additional cost be borne by the Government of the Province of Alberta".

C56/59 **BE IT RESOLVED**, that short-term policy resolution S28 be deleted from the *ATA Policy Handbook*.

C57/59 **BE IT RESOLVED**, that short-term policy resolution S29 be amended by inserting the words "to the Teachers' Retirement Fund that " after the word "contribution".

C58/59 **BE IT RESOLVED**, that short-term policy resolution S38 be

deleted from the *ATA Policy Handbook*.

C59/59 **BE IT RESOLVED**, that short-term policy resolution S39 be deleted from the *ATA Policy Handbook*.

C60/59 **BE IT RESOLVED**, that short-term policy resolution S42 be deleted from the *ATA Policy Handbook*.

C61/59 **BE IT RESOLVED**, that short-term policy resolution S43 be deleted from the *ATA Policy Handbook*.

C62/59 **BE IT RESOLVED**, that short-term policy resolution S46 be deleted from the *ATA Policy Handbook*.

C63/59 **BE IT RESOLVED**, that short-term policy resolution S47 be amended by inserting the word "periodically" before the word "reviewed".

Local resolutions referred to the ATA Curriculum Committee

By resolution of the Annual General Meeting, all resolutions dealing with curriculum are referred to The Alberta Teachers' Association Curriculum Committee. The following resolutions come under this category.

C64/59 **BE IT RESOLVED**, that more comprehensive departmental examinations in Biology 32 be set, than the examinations used in this subject in 1957 and 1958.

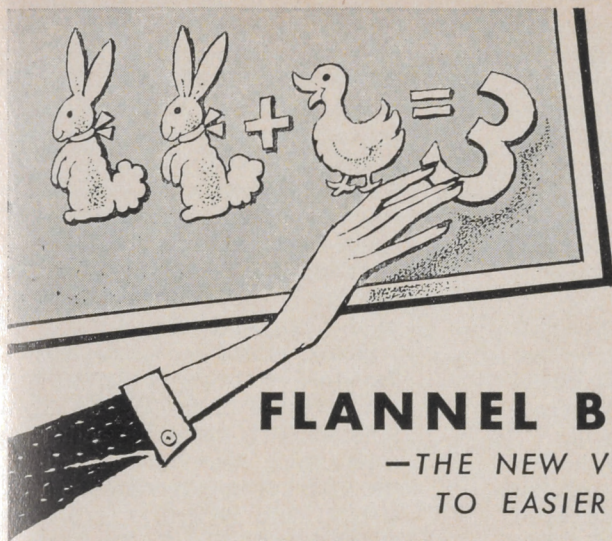
C65/59 Whereas; although it is interesting and often useful to know the aptitudes of pupils, especially in work for guidance, it is more important to know their actual achievements, and

Whereas; departmental examinations should attempt, as much as possible, to test the amount of learning by the pupil in the particular course being tested rather than to test aptitudes such as intelligence, and

Whereas; the reading test given to Grade IX students in the June

examination, measures largely the product of aptitude and the degree of reading skill acquired in earlier grades, thus reflecting very little the results of the year's work in Grade IX,

BE IT RESOLVED, that any useful tests of ability, such as intelligence tests, ability tests, mathematical aptitude tests, etc., be kept separate from the actual achievement tests which should constitute the departmental examinations and that, to as great a degree as possible, data on abilities and aptitudes be placed in an entirely different category from data on achievement, only the latter constituting the actual gradings for Grade IX pupils.



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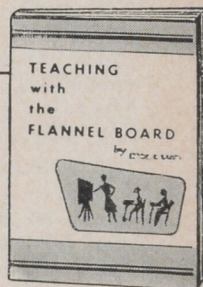
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C66/59 **BE IT RESOLVED**, that we take all necessary action to get the Department of Education, superintendents, principals, and teachers to implement the ideas contained in resolutions C70/57 and C71/57 passed by the 1958 Annual General Meeting.

C67/59 Whereas; there has been a decreasing emphasis on the fine arts subjects in the program of Alberta schools, and

Whereas; this decreasing emphasis has been enhanced by the lack of provincial government grants for new buildings with proper stage and acoustic properties,

BE IT RESOLVED, that the Department of Education and the Faculty of Education be urged to put more emphasis on the fine arts subjects in our schools and teacher education programs, and further

BE IT RESOLVED, that the Government of the Province of Alberta be asked to consider special grants for properly constructed stages and acoustically improved auditoria.

C68/59 Whereas; a C grade is a passing grade for all subjects in the senior high school, and

Whereas; the subject matter of senior high school courses is, per se, more difficult than material encountered in junior high school courses, and

Whereas; students enter senior high school with as many as three D grades in subjects tested in the Grade IX departmental examinations, and

Whereas; such students enter high school because of a lack of provision of other educational facilities;

BE IT RESOLVED, that no student shall enter the senior high school with less than a C grade on any subject in which a Grade IX departmental examination is written, and that the needs of

such students be studied, and educational facilities suited to their needs be provided.

C69/59 **BE IT RESOLVED**, that high school diplomas should be labelled Matriculation, General, Commercial, or Technical.

C70/59 Whereas; Ukrainian is not the language of any presently recognized independent state, and Whereas; it is doubtful that any research in science is undertaken in this language, and

Whereas; Ukrainian does not form the basis of any of the Western European languages, and Whereas; it is doubtful whether many North American universities would accept Ukrainian as a matriculation subject,

BE IT RESOLVED, that the Curriculum Committee of The Alberta Teachers' Association be requested to study and report as to the advisability of discontinuing the teaching of Ukrainian in the high schools of Alberta.

C71/59 Whereas; the national tongue of every ethnic group in Alberta should be given equal consideration, and

Whereas; the Russian language is both useful for literary study and for scientific research,

BE IT RESOLVED, that the Curriculum Committee of The Alberta Teachers' Association be requested to study and report on the advisability of instituting courses in Russian in the high schools of Alberta.

C72/59 Whereas; the achievement of students in French 30 is below the average in other provinces of Canada, and

Whereas; the five periods per week allotted for French 20 and French 30 do not give enough time to master both the speaking and the grammar of French, and Whereas; the amount of French learned in French 20 and French 30 does not equip the student to

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use the language outside the school,

BE IT RESOLVED, that the Curriculum Committee of The Alberta Teachers' Association be requested to study and report as to the advisability of re-instituting the three-year program in French as previously required in Alberta schools.

C73/59 Whereas; the present system of education requires an adequate supply of reference materials for student study of science, enterprise, social studies, and other curriculum subjects, and

Whereas; the school reading program and literature courses require an abundance of leisure reading material, and

Whereas; an organized library directed by a teacher-librarian is an essential feature of the school curriculum,

BE IT RESOLVED, that the locals of The Alberta Teachers' Association recommend to their school boards that a central library, directed by a trained teacher-librarian, be made available in each school of 200 or more pupils.

C74/59 Whereas; the findings of many medical officers of health in Alberta show evidence of poor muscular development and a lack of physical fitness among a large percentage of the school population, and

Whereas; there is a need for supervision in curriculum development in physical education, and

Whereas; supervision is needed to coordinate the efforts and contributions made by the School of Physical Education, University of Alberta, and various other groups in solving instructional problems, and

Whereas; the school physical education program is not being correctly interpreted to many groups, and

Whereas; there is a lack of available advice to school administrative officers for the improvement of physical education programs, and

Whereas; there is lacking a qualified person to recommend the best kinds of facilities for the instructional program,

BE IT RESOLVED, that The Alberta Teachers' Association recommend to the Minister of Education that immediate steps be taken towards the appointment of a provincial supervisor of physical education.

C75/59 Whereas; it is desirable that educational research by The Alberta Teachers' Association be pursued to inquire into basic principles and procedures in secondary and higher education, especially those arising from post-war reforms in Western European countries,

BE IT RESOLVED, that The Alberta Teachers' Association initiate the sending of at least two, and preferably three, active members of the Association or other educationists to spend at least six months in studying the educational systems of Great Britain, Denmark, Norway, The Netherlands, Belgium, France, Switzerland, and Luxembourg, and publicize a complete report of their findings.

What Education Research Says

(Continued from Page 19)

The time spent in the school bus plus other factors which lengthen their school day seem responsible for the situation. Certainly there is no encouragement in this finding for further extension of bus routes, and there is the implication that it would be well if all factors which lengthen their day, including time spent in the bus, should be carefully scrutinized. It is comforting to note that no adverse effect is noted at the Grade IV or Grade VI levels.



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NEWS FROM OUR LOCALS

Teachers hear history of the Association

J. A. Smith, principal of Hythe High School, was guest speaker at the January meeting of the Beaverlodge-Elmworth-Wembley Sublocal and gave an interesting and informative address on the history of The Alberta Teachers' Association from its organization in 1918 to the present. He particularly stressed the objectives of the Association as enunciated by the first general secretary, John W. Barnett, and suggested the ways in which these objectives have been accomplished, namely, continuous contracts, security of tenure, pensions scheme, representation on curriculum planning, automatic membership, professional salary schedules. Mr. Smith also gave a description of the opening of Parliament with its ceremony and the customs of interest in the Senate and House of Commons. The members discussed details of the Education Week Banquet to be held in Grande Prairie on March 2 and a career night at Beaverlodge on April 7.

Sports programs discussed at Camrose

Hockey and curling were items of discussion at the Camrose South Sublocal meeting on January 12 attended by 26 members. A hockey schedule for the four participating schools, New Norway, Edberg, Meeting Creek, and Bashaw, was drawn up. In small groups arranged according to grade taught, the teachers discussed the science program in the school curriculum.

Report from Clive-Satinwood

The regular meeting of the sublocal was held in the Clive School on January 7. President Don Bright conducted the meeting which dealt with educational and professional interests.

Plans made for music festival

At the January meeting of the Dickson-Markerville Sublocal, plans were made for the annual music festival to be held at Spruce View on February 25. The alternate date is March 3. A report was made by Mrs. Johnson, the representative for the salary negotiating committee. Twelve members attended the meeting which followed a chicken supper at the home of Mrs. Albert Johansson. Mrs. Johansson was assisted by Mrs. Kris Johnson.

Members hear reports on Banff and on local affairs

At the regular meeting of the Holden Sublocal on January 29, attended by 17 members, Earl Kindley gave an informative account about the Banff Conference to which he was a delegate last summer. Reports on local association business were made by several members. They included details of the Hardisty and Camrose zone meetings and a meeting of the Tofield Sublocal on February 10. W. Brushett reported on the last county board meeting. G. R. Mealing was elected as local representative replacing E. Hardy who has been unable to attend. A report was made by the English committee that a language program covering Grades VII to XII will be presented for consideration at the next sublocal meeting. A teachers' bonspiel was planned for the end of February at Bruce, and members also discussed the possibility of forming a county high school curling bonspiel.

Lac La Biche discusses scholarship awards

The matter of scholarships for senior matriculation students was the chief topic of discussion at the January 17 meeting of the sublocal. A committee was appointed to continue the investigation

and to bring back definite proposals to the next meeting. Another committee was appointed to organize teams for the annual ATA local bonspiel. Rotation of meetings was suggested and considered but it was decided that for the present meetings will continue to be held in Lac La Biche.

Films on enterprise shown

Three films relating to work being discussed by the enterprise group were shown at the regular meeting of the Niton Sublocal on January 15. The films, *Fundamental Skills in a Unit of Work*, *Fire in Their Learning*, and *Near Home*, provoked an interesting discussion. Pension and salary matters were also discussed during the business meeting, which was preceded by a delicious Chinese dinner prepared by the Fulham teachers.

Members enjoy slides of mountain scenery

"Trail Rides in the Canadian Rockies" was the subject of an informative and illustrated talk by Mrs. D. K. Holden of the Conrich School to members of the Northeast Calgary Sublocal. The sublocal's regular meeting was held at Kathryn on January 15.

Teacher recruitment and retention discussed

The program at the regular meeting of the Peace River Sublocal in January centred around the topic of teacher recruitment and retention. It was followed by a panel discussion led by Mrs. Dorothy Moore on the teaching of current events in the elementary and junior high school. President Chester Dahms chaired the meeting.

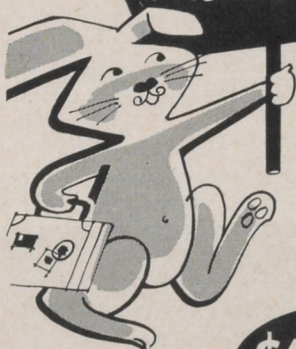
Red Deer Rural reports

President I. H. Hastings chaired the regular sublocal meeting held at the River Glen School on January 21. Teaching outlines in science is the sublocal's project for this year. At previous meetings outlines on different sections have

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been presented and discussed. It is hoped to complete this year the study and evaluation of the science program for Grades IV, V, and VI. Teachers were asked to file the tests used with these outlines. Salary scheduling based on actual merit was also discussed by the teachers. It was decided to subscribe to *The Alberta Journal of Educational Research* and to start a library by donating used university texts.

Candidates for election endorsed by sublocal

The business at the regular meeting of the Stony Plain-Spruce Grove Sublocal included the approval of motions endorsing R. F. Staples as president, A. D. G. Yates as vice-president, and H. C. McCall as Edmonton District representative on the Executive Council. The meeting was held in the Memorial High School, Stony Plain on January 20.

4-H clubs spotlighted at Sundre

The sublocal had an interesting meeting in January at the home of Mrs. E. Miller, when Gordon Ross, district agriculturist of Rocky Mountain House, and C. L. Usher of the Department of Agriculture in Edmonton, spoke about the organization of 4-H clubs in Alberta. The clubs specialize in agricultural activities but a great deal of training in public speaking and business practices results from club work.

Social evening held by Wainwright Sublocal

The December meeting of the sublocal took the form of a social evening in the Wainwright Curling Rink. It began with a delicious turkey banquet served by the ladies of the club, was followed by a film, *Mr. Barnaby Sleeps in the Sky*, and continued with mixed curling. Appreciation was expressed to the entertainment committee, chaired by P. Touchette, for the arrangements.

Superintendent L. Hall was guest speaker at the January meeting held in the Parkview School. Mr. Hall gave an interesting talk on literature.

THE MAILBAG

To the Editor—

Reduced fare arrangements on Canadian railways for teachers and students on account of the Easter vacation have again been authorized by this Association.

Tickets may be purchased good to travel from Wednesday, March 11, to and including Monday, March 30, at the normal one-way fare and one-half for the round trip. Tickets will be valid for return leaving destination not later than 12 midnight, Monday, April 13.

Yours truly
ROY H. POWERS
Vice-Chairman
Canadian Passenger
Association
Winnipeg 1, Manitoba

To the Editor—

For some time now we have been wondering how conditions might be made easier for teachers in the field to remove matriculation deficiencies and move forward with further professional training. As you know, there are many teachers unable to qualify for permanent certification or for higher certification because they are lacking matriculation. These fall roughly into three categories: the holders of the former second class certificates; those who secured their teaching certificates between 1935 and 1954; and those who secured their teaching certificates since 1954. We should be happy to discuss with any of these teachers their special problems with respect to matriculation deficiencies.

This year, the Board of Teacher Education and Certification recommended that matriculation courses be offered for teachers as a part of the regular summer session but to be administered by the Department of Education. Arrangements have now been made for the offering of such courses. We should like to urge as many as possible of those with matriculation deficiencies to avail them-

selves of the opportunity being provided to complete matriculation under first class instruction and in the atmosphere of the summer session of the university. All enquiries concerning these courses should be addressed to: S. A. Earl, Coordinator of Teacher Education, Department of Education, Edmonton.

Yours sincerely,
H. T. COUTTS
Dean
Faculty of Education
University of Alberta
Edmonton

DAVI Convention

Of interest to Canadians in the audio-visual education field is the forthcoming international convention of DAVI (Department of Audio-Visual Instruction), to be held in Seattle, April 13 to 16. DAVI, a section of the National Education Association, is affiliated in Canada with the Canadian Audio-Visual Association.

The program includes addresses by outstanding educators, field trips, and a tour of an educational television station. Sectional meetings will discuss audio-visual problems related to adult education, college and university programs, programs in individual schools, in large, medium, and small cities, and county, state, and provincial programs. Sessions will also be held on buildings and equipment, educational television, teacher education, instructional materials, radio, and recordings, and there will be special exhibits demonstrating new equipment and new trends.

Interested persons may obtain further information by writing to: G. D. Kilpatrick, chairman of the Membership Committee of the Canadian Audio-Visual Association, Vancouver School Board, 1595 West 10 Avenue, Vancouver, B.C.

THE ATA NEWSBEAT

Get well soon

All members will join in wishing for our president, Mrs. Castleton, a speedy recovery from her recent operation. Mrs. Castleton has had to take a temporary respite from her duties as president but expects to be able to return before the middle of March.

Executive Council meetings

The Executive Council held a special meeting on January 17 to discuss terms and conditions of contracts and an agreement between the Association and its staff officers.

The regular February meeting of the Executive Council was held on February 12, 13, and 14 to deal with regular business and preparations for the 1959 Annual General Meeting.

Regional conferences

Six of the ten regional conferences authorized for January and February have been held. Three took place on January 31. At Medicine Hat, a conference for locals of Southeastern Alberta was conducted by District Representative J. A. McDonald, assisted by Dr. S. C. T.

Clarke and J. D. McFetridge. H. C. McCall, R. F. Staples, and F. J. C. Seymour attended the Edmonton District conference held in Edmonton. The Calgary District conference was held in Calgary with N. P. Bragg and W. R. Eyres in charge. Another three conferences were held on February 7. H. J. M. Ross and A. J. Shandro attended the Northeastern regional at Vilna. E. J. L. Guertin and E. J. Ingram attended the Northwestern conference at Falher, and Miss E. Duff and F. J. C. Seymour attended the Calgary City Conference in Calgary.

Other regional conferences are scheduled for Southwestern Alberta and Central Western Alberta on February 21 and for Edmonton City on February 28. Acadia and Sullivan Lake Locals will meet on March 14.

Committees

The ATA Membership Committee met with superintendents, assistant superintendents, and other school board administrative officers associated with instruction, on January 24 in Edmonton. Discussions centred on the problems associated with membership in The Alberta Teach-

Sub-Examiners' Pay

The Executive Council at its February meeting considered the results of the survey of local associations on the matter of sub-examiners' pay. As a large majority of locals voted to accept the offer of the Minister of Education, and as the increases offered amounted to a 16 percent increase in the Department of Education's costs, the Executive Council has informed the Minister that it finds the offer acceptable for this year.

Teachers are advised that they should feel free to accept appointment as sub-examiners for the 1959 departmental examinations.

Details of the result of the survey will be found in the February newsletter sent to all local associations.

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ers' Association. Further discussions were held by a subcommittee which met in Calgary on February 4.

Other recent ATA committee meetings included: the Curriculum Committee on January 19 to review resolutions being presented to the 1959 Annual General Meeting; the Resolutions Committee on January 29 to draft resolutions to be presented to the councillors by the Executive Council; the Library Committee on February 9 to prepare its report for the membership; and the Pension Committee and Pensions Grievance Committee on February 9.

ATA representatives attended meetings of the Public Relations Pilot Project Committee on January 19; the Policy Committee for the Leadership Course for School Principals on January 23; the Alberta Committee to the Canadian Conference on Education on January 30; and the Faculty of Education Committee on Educational Research on February 10.

Field services

Staff officers have visited and consulted with locals, salary committees, and public relations committees, and have dealt with grievances and salary disputes for a total of 36 meetings covering the period from January 16 to February 15.

Annual General Meeting

The Annual General Meeting will be held in Edmonton at the Macdonald Hotel commencing Monday, March 30. It is expected that over 200 councillors will be in attendance at the three-day meeting. Don't wait until the last minute to make your hotel reservations.

Education of Teachers

(Continued from Page 14)

our standards of excellence be obscured by our present inability to achieve these ideals. Certainly if we are clear as to what we want and need, we are much more likely to get it.

My fourth point is that a teacher must be an effective communicator. He must,

as just noted, have ideas to communicate or know where these ideas are available. But every communicator has an audience, persons with whom meanings are to be shared. In college the student has been communicating chiefly with his professors or his own peers. Now he must communicate with those who know much less than he.

In any effective communication we must know what to say, the mediating vehicle to use, and we must know the receiver. This is made especially difficult because many of the messages conveyed by the school are indirect and informal, not the formal message in a book or a teacher presentation. There is also a climate of learning in a school or college which promotes or thwarts student motivation and learning.

The teacher as communicator must know and understand what boys and girls are like, the things and ideas to which they respond or which they reject. One sixth-grader may read at the third-grade level, another at grade nine. An adolescent may act like a man one day, like a little boy the next. The prospective teacher must get these ideas about children out of the books and into his bones.

Another principle in communication is that knowledge of a field does not guarantee that one can communicate that knowledge to others. Often a specialized background may mistakenly lead a teacher to believe that his listeners or readers are similarly experienced and interested. To communicate one must know and be able to translate his knowledge into the language of the listener, of the reader. But communication is more than a simple one-way conveyance of an idea. It also involves the evaluation and interaction which the able teacher encourages and assists.

Fifth, the prospective teacher must play a role in a context larger than the classroom. He must indeed be sensitive to his responsibilities as a citizen of a democratic nation. Studies conducted by Dr. H. H. Remmers of Purdue on the

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attitude of high school students toward civil liberties and censorship are disturbing. If young people in teacher education are not sensitive to our great traditions of civil liberties, then they cannot in turn convey an appropriate attitude to their students. George Washington, for example, spent only seven years of his life after boyhood when he was not in public service. Our democratic tradition of universal education was fought for by public-minded citizens, not handed over on a platinum platter.

It is a good thing to have an intellectual understanding of the meaning of our democratic traditions. It is quite another to feel it deeply. The Greek word for a person not in public life gave us the root for our word "idiot". Today, in the opinion of some, an idiot is a person in public life.

In the professional education of teachers the responsibility to the community as a whole must be seen as an integral

part of the training program. I don't suggest that it is easy, or that we can develop a neat course in citizenship—far from it. However, the environmental atmosphere of the teacher-education program must reflect an active commitment to responsible citizenship. Benjamin Franklin said it well: "We may make these times better if we bestir ourselves."

In conclusion, then, a professional teacher must come to himself, must be a real person. He must become an efficient learner, sensitive to his own processes of learning. The teacher must have mastered the subject-matter of his own field, and developed tastes and plans for continued professional growth. He must learn how to share his experience with boys and girls, with young men and women, become an effective communicator. And finally, he must see himself as a person in the public service, dedicated to helping others build a freely communicating, inclusive society.

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Election of Executive Council

The Alberta Teachers' Association

A list of the members of The Alberta Teachers' Association, as registered in the ATA office as of November 30, 1958, is given on pages 55 to 77. Please check to see that your name is listed. If your name is not listed, notify the general secretary.

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Profession or Trade Union

(Continued from Page 12)

which parallels an increase in the percentage of qualified teachers in the field. Society will get the type of teacher service it is willing to pay for, and conversely, the teacher will receive returns for his services which he can justify to society. This is our great equalizer, collective bargaining, at work. This is why the teacher, the professional teacher, will never accept the loss of his right to bargain collectively for his conditions of employment. This is why society, if it is aware of the vital role that a free teacher group can play in education, will never permit the loss of teachers' economic and professional independence maintained through collective bargaining.

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Q & A

OUR READERS WRITE

◆ *Is a teacher granted leave of absence from her position in a school, or from the teaching staff of the school district?*

Section 366(4) of *The School Act* provides that a board may give a teacher leave of absence from a particular position or from the staff of the district.

◆ *Should a teacher, as a disciplinary measure, send a student out of a classroom to stand in the hall?*

No. If the student's conduct is so bad as to warrant his removal from the classroom, he should be sent to the principal's office with a note explaining the situation. Experienced, successful teachers seldom use this form of discipline. Usually, if a student is sent out of the class, the action may be a prelude to suspension and, consequently, such disciplinary measures are of direct concern to the principal.

◆ *Is it true that a teacher cannot get her full 20 days' sick leave if she is absent because of illness?*

Strict interpretation of Section 363(3) of *The School Act* indicates that, unless a teacher gives service for at least 180 school days, she may not be entitled to the full 20 days' sick leave provided by Section 363(2). However, most school boards seem to follow the practice of applying subsection (3) to temporary teachers. In the case of teachers under contract for the full school year, boards usually follow the practice of providing the full 20 days of sick leave.

◆ *Does a principal have the right to order a teacher to dismiss her class in order that the principal and teacher may discuss a problem?*

A categorical answer to this question is not possible. Ordinarily, most principals would discuss problems with teachers in staff meetings or after school. The problem would have to be serious indeed and demand immediate action if a principal were to take such a drastic step.

◆ *What do you mean by the 'high standards' approach to teacher education?*

This phrase means the principle of requiring high academic qualifications for entrance to a teacher education program which consists of at least four years of university education.

◆ *Is a teacher who obtained her Junior E Certificate through the emergency teacher training program (six-weeks' course) entitled to increments for experience obtained while she was a student-teacher?*

No. When she receives her Junior E Certificate she starts at the minimum salary for a teacher with one year of training.

◆ *Can we get any help with organizing an education research committee for our local?*

Yes. Write to Dr. Clarke or Mr. Ingram at head office. They will be able to make suggestions and, if requested, to meet with your local officials to draft general plans for organization and activity.

THE SECRETARY REPORTS

During the week of February 2 to 6, the teachers of the two large cities held their conventions. It was a pleasure to be invited to both. Obviously, one cannot report on all of the profitable and stimulating activities which occurred. But one of these, which in the view of your general secretary has special significance for the Association, is singled out for comment.

One of the characteristics of a profession is an active concern with training procedures. As teachers, we are vitally concerned with the teacher education programs of those who annually replenish our ranks. At our conventions, it is therefore appropriate to have a short informative message from a representative of the Faculty of Education, University of Alberta.

Professor B. Y. Card, in the ten minutes allocated to him, informed teachers of many new developments in the Faculty of Education. The Edmonton staff now numbers 41, and the corresponding Calgary figure is 15. This increased staff is required for increases in enrolment and permits greater specialization, especially in graduate studies. Enrolments are rising, particularly in the bachelor of education program. In Edmonton, total enrolment increased by 133 over last year to 1,019, while the corresponding Calgary increase of 84 brought the total there to 424. Professor Card quoted a forecast that by 1967, there would be 2,700 full-time students in education at the University at Edmonton and Calgary. By 1960, he said, he hoped that the University of Alberta at Calgary could offer the full four-year bachelor of education program. Professor Card described some changes which have been made in this program and made special reference to the expanding graduate program. There are at present eleven candidates enrolled for the Ph.D. in education and four for the Ed.D., most of whom are the recipients of fellowships and scholarships. Finally, the research program of our Faculty was illustrated by the regular publication since 1955 of *The Alberta Journal of Education Research* and the recent appearance of the first monograph in education entitled *Composite High Schools in Canada*.

This message from the Faculty of Education is a most appropriate feature of our conventions. It serves the proper function of informing teachers of the present status of and future trends in teacher education in Alberta. It is to be hoped that convention chairmen and secretaries will adopt this as a regular procedure.

On February 7, the Pension Committee of your Association and the Pensions Grievance Committee met, each chaired by Hugh McCall. The first of these committees receives for study and report pensions resolutions referred to it by the Executive Council. The major tasks of this committee are to determine the intent of the resolution submitted and to study the effects it would have. In the light of this study the committee recommends appropriate action to the Executive Council.

The function of the Pensions Grievance Committee is to review cases in which decisions of the Board of Administrators, Teachers' Retirement Fund are considered to be inequitable by the teacher concerned. It should be emphasized that this committee is not intended to provide information which can be obtained from the TRF office. Rather, it is to deal with cases in which teachers feel that a TRF Board ruling is inequitable. At the meeting on February 7, some 14 cases were dealt with. Six were really cases of misunderstanding or requests for information, four were cases where the TRF Board ruling was deemed to be quite fair and proper, and in three cases the Pensions Grievance Committee recommended that the Executive Council request the TRF Board to review the case in favor of the grievant. One gratifying letter thanked the Committee for intervention which had resulted in the correction of the grievance.

Stanley Clarke

Office Hours, Barnett House

At its December meeting, the Executive Council ordered that, commencing the first of January, Barnett House, head office of The Alberta Teachers' Association, be closed on Saturdays. Regular office hours are from 9 a.m. to 5 p.m., Monday through Friday, excepting holidays. Teachers may make appointments (by letter or telephone) with staff officers for Saturday morning.



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